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ABSTRACT

This final report contains a three-page narrative and extensive appendixes, including correspondence, surveys, field test evaluation and guide, and the Competency-Based Curriculum Guide for Practical Nursing Education in Virginia developed by the project. The over 200-page curriculum guide presents a suggested master curriculum for a twelve or eighteen month practical nursing program. Ten courses are presented in the following format: description of course, terminal objective, references, list of suggested learning activities, and course content divided into units. Each unit includes performance objectives, student behaviors, and a course outline. Courses and number of units in each course are (1) Personal and Vocational Relationships (10 units), (2) Structure and Function (describing a healthy body) (12 units), (3) Nutrition (5 units), (4) Nursing Skills (patient care) (8 units), (5) Medical-Surgical Nursing (18 units), (6) Drug Therapy (10 units), (7) Maternity Nursing (8 units), (8) Pediatric Nursing (7 units), (9) Mental Health and Psychiatric Nursing (4 units), and (10) Geriatric Nursing (9 units). (YLB)

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ED194773

Final Report

COMPETENCY BASED CURRICULUM GUIDE FOR PRACTICAL NURSING EDUCATION IN VIRGINIA

Curriculum Development
Conducted Under
Vocational Education Amendments of 1976
Public Law 94-482

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May 30, 1980

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TABLE OF CONTENTS

		Page
1.	List of Tables and Illustrations	1
2.	Abstract	2
3.	Body of the Report	3
4.	Appendices	
A.	Program - Planning Conference of Professional Advisory Committee	7
B.1.	Memorandum Regarding V-TECS Performance Objectives	8
B.2.	Performance Objectives from V-TECS for Regional Committees to Consider	9
C.1.	Memorandum Regarding Survey of L.P.N. Members of V.L.P.N.A.	10
C.2.	Survey of Duties of L.P.N. Members of V.L.P.N.A.	11
C.3.	Memorandum Regarding Survey of Practical Nursing Educators	16
C.4.	Survey of Practical Nursing Educators	17
C.5.	Memorandum to Employers of L.P.N.'s	22
C.6.	Survey of Employers of L.P.N.'s	23
C.7.	Memorandum to Employed L.P.N.'s Having Graduated within the Past Two Years	28
C.8.	Survey of L.P.N.'s	29
D.	Definition of Terms	34
E.1.	Memorandum to Regional Chairpersons	35
E.2.	Virginia Planning Districts and H.S.A. Boundaries	36
E.3.	Subject Areas to be Developed/Studied (By Regions)	37
E.4.	H.S.A. Executive Directors	38
F.	Memorandum Regarding Procedure for Conducting Surveys	39
G.	Interim Report of Curriculum Revision Project to Practical Nursing Educators	40
H.	Memorandum Concerning Interim Report	44
I.	Form - Suggestions Regarding Curriculum	45
J.	Form - Suggested Reference/Resource Material	46
K.	Program - Final Writing Session of Professional Advisory Committee	47
L.	Competency Based Curriculum Guide for Practical Nursing Education in Virginia	49
M.	Guide for Field Test Evaluation	278
N.	Outline - Comparison of Knowledge Base, Competencies, and Abilities of the Practical Nurse and Associate Degree Nurse	281
O.	Volunteers for Field Testing Curriculum Guide	287

LIST OF TABLES AND ILLUSTRATIONS

1. Virginia Planning Districts and Health Service Area Boundaries (Appendix E.2)

ABSTRACT

A. Competency Based Curriculum Guide for Practical Nursing Education in Virginia

B. September 1, 1978 - May 30, 1980

C. The overall goal of the project was to develop a competency based curriculum guide for practical nursing education in Virginia. Competencies identified by V-TECS, the National League for Nursing, and the Virginia State Board of Nursing were interfaced with employee and employer needs. Objectives to achieve this overall goal were: to determine the practical nurse minimum competencies for job entry, to encompass possible career ladders and differences between secondary and higher education, to formulate measurable objectives, to identify teaching resources, to utilize input from practical nursing employers for curriculum development, and to identify methods of field testing the curriculum guide.

D. Procedures followed included use of:
   1. Professional Advisory Committee
   2. Regional Units of the Advisory Committee
   3. Survey of stratified random sample of employees, employers, and practical nursing educators
   4. Utilization of previously validated competencies from V-TECS and the National League for Nursing

E. The final copy of the newly revised Competency Based Curriculum Guide for Practical Nursing Educators in Virginia is complete (see Appendix L), and has been submitted to the State Supervisor of Health Occupations as stated in the proposal. Distribution of the curriculum will be carried out by that office.

F. An evaluation was conducted when the rough draft of the Competency Based Curriculum Guide for Practical Nursing Educators in Virginia was presented to the State Supervisor of Health Occupations and practical nursing educators during the Summer Conference for Health Occupations and Practical Nursing Educations held in August, 1979. Their suggestions were considered and incorporated in the final revision of the guide. A form for field testing the guide is included in Appendix M.

G. Conclusions regarding the curriculum for practical nursing education were included in that publication (see Appendix L). The recommendations were that practical nursing educators avail themselves of inservice courses in Competency Based Instruction being offered throughout the state and that consideration be given to the development of criterion referenced test items and other evaluative devices suggested by the Writing Team.

BODY OF THE REPORT

A. Competency Based Curriculum Guide for Practical Nursing Education in Virginia

B. The main thrust of the project was to develop a competency based curriculum guide for practical nursing education in Virginia. The current "Instructional Guide for Practical Nursing in Virginia's Public Schools" needed to be revised. In addition, the development of a "Catalog of Performance Objectives, Criterion-Referenced Measures, and Performance Guides for Licensed Practical Nurses" by V-TECS, and the state goal of competency based education by June 30, 1982, were main factors in influencing the identification of this area for development.

C. The major goal of the project was to develop a competency based curriculum guide for practical nursing by May 30, 1980.
The objectives of the project as listed in the proposal were:

1.1 "Utilizing the Catalog of Performance Objectives, Cirterion-Referenced Measures and Performance Guides for Licensed Practical Nurses developed by the Vocational-Technical Education Consortium of States (V-TECS), writing teams of practical nursing educators appointed by the State Supervisor of Health Occupations will select performance objectives appropriate to Virginia."
Report: At its meeting in November, 1979, at Graves' Mountain Lodge in Syria, Virginia (Appendix A), the Professional Advisory Committee reviewed and selected all pertinent performance objectives found in the V-TECS catalog for practical nursing. All objectives not unanimously approved were identified and submitted to representatives in the five regions of Virginia. As members of the statewide Professional Advisory Committee, the representative had regional practical nursing educators review each questionable objective in relation to their localities and indicate a collective opinion. (Please see Appendix B.1 and B.2 for results.)

1.2 "After selecting performance objectives which appear appropriate to Virginia, the project director will have those screened by a sample employers, L.P.N.'s, and practical nursing educators."
Report: Questionnaires to obtain responses from L.P.N.'s (Appendix C.1 and C.2), practical nursing educators (Appendix C.3 and C.4), employers of L.P.N.'s in Virginia (Appendix C.5 and C.6), and L.P.N.'s completing their course within the past two years (Appendix C.7 and C.8) were developed and administered by representatives of the Regional Committee. The returns were used in the curriculum development conference and are summarized in Appendices C.1-C.8.

1.3 "Utilizing the Instructional Guide for Practical Nursing in Virginia's Public Schools, curriculum guides from 2-3 other states, and curriculum materials from related health fields, the project representatives of the Professional Advisory Committee will compare the objectives and related content with the performance objectives in V-TECS as a basis for deletion, and/or revision."

Report: The Professional Advisory Committee made this comparison during the summer curriculum writing session held in June, 1979, and included relevant content in the first working copy of the Competency Based Curriculum Guide for Practical Nursing Education in Virginia.

1.4 "Utilizing the curriculum guides from at least two schools of practical nursing in Virginia accredited by the National League for Nursing, the writing teams will compare the performance objectives for the purpose of including comprehensive and current minimum competencies for job entry."
Report: Curriculum guides from N.L.N. accredited practical nursing programs were obtained for use during the summer curriculum writing session held in June, 1979. Comparisons were conducted on a local level.

2. "Given curriculum guides from two year programs in nursing accredited by the National League for Nursing, and the suggested revision, several writing teams will select competencies common to both curriculums which could serve as a basis for career ladders."
Report: Curriculum guides were obtained from two year N.L.N. accredited programs and utilized for the selection of competencies common to both curriculums which could serve as a basis for career ladders. A copy of the "Working Paper of the N.L.N. Task Force on Competencies of Graduates of Nursing Programs", published in April, 1979, by the National League for Nursing, was used to make a comparative listing of the knowledge base of the practical nurse and associate degree nurse. The competencies and abilities of the practical nurse and associate degree nurse were outlined from the same reference (Appendix N).

3. "To formulate measurable objectives."
Report: The Professional Advisory Committee developed a list of terms (Appendis D) to be used and agreed that the guidelines used in V-TECS' development of measurable objectives were applicable to this requirement.

4. "Given the suggested competency based curriculum guide, the project team will recommend teaching and evaluation strategies appropriate for each objective."
Report: This was accomplished during the curriculum revision conference held in June, 1979.

5. "Given the suggested competency based curriculum guide, the writing team will identify teaching resources available in most areas of the state."
Report: Research was conducted regionally throughout the state and the data collected were considered during the first writing conference held in June, 1979.

6. "Given a list of minimum competencies, a cross-section of employers will indicate whether they expect L.P.N.'s to perform these duties or not and to suggest additional ones."
Report: Regional representatives of the Professional Advisory Committee utilized a prepared questionnaire (Appendix C.6) to obtain this information from a cross-section of employers in their respective regions (Appendix F). Results are in Appendix C.6. The data collected were considered during the first writing session held in June, 1979.

7. "Given a rough draft of the suggested competency based curriculum guide, the project director will submit copies to the Health Occupations Services of the State Department of Education and the Virginia State Board of Nursing for permission to obtain three representative schools to field test the guide."
   Report: Practical nursing educators throughout Virginia volunteered (Appendix O) to field test portions of the curriculum. A copy of the "Guide for Field Test Evaluation" is included in Appendix M.

D. In general, the design of this curriculum development project has incorporated a review of the state-of-the-art literature, a review of curriculums from other localities, and a stratified sampling of employees, employers, and instructors of practical nursing. The data collected were studied by the practical nursing educators who agreed to develop a competency based curriculum in practical nursing for secondary and postsecondary students in Virginia's public schools. Samples of the instruments used to collect data and the results are attached to this paper. The data was collected in the five regions of Virginia from specific agencies by regional chairpersons knowledgeable about their respective localities. The regions of Virginia are in Appendix E.2.

E. The Professional Advisory Committee held its first planning conference in November, 1978, at which time the means for collecting necessary information and data was decided upon. They held their first writing session in June, 1979, utilizing the data collected, at which time the first rough draft of the Competency Based Curriculum Guide for Practical Nursing Education in Virginia was completed. This working copy was presented to the State Supervisor of Health Occupations Educators held in Richmond in August, 1979 (Appendices G,H,I,J). The evaluations collected thus were considered during the final revision writing session held during October, 1979 (Appendix K). The final and complete copy of the Competency Based Curriculum Guide for Practical Nursing Education in Virginia (Appendix L) was printed during December, 1979.

F. The mission or overall goal for 1978-1980 has been met.

G. At the present time, implications and recommendations for the future include the necessity for inservice programs for practical nursing teachers to implement a competency based curriculum and the need for developing a bank of criterion-referenced test items to measure student progress toward the objective. These measures can be rating scales, check sheets, observation guides, test items, and other such measures.

APPENDICES

A. Program - Planning Conference of Professional Advisory Committee
B.1. Memorandum Regarding V-TECS Performance Objectives
B.2. Performance Objectives from V-TECS for Regional Committees to Consider
C.1. Memorandum Regarding Survey of L.P.N. Members of V.L.P.N.A.
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O. Volunteers for Field Testing Curriculum Guide

MEETING

OF

PROFESSIONAL ADVISORY COMMITTEE

TO

DEVELOP A COMPETENCY-BASED CURRICULUM
GUIDE FOR PRACTICAL NURSING
EDUCATION IN VIRGINIA

7.a

November 17-19, 1978

Graves' Mountain Lodge
Syria, Virginia

PERFORMANCE OBJECTIVE

Given the (1)Catalog of Performance Objectives, Criterion-Referenced Measures, and Performance Guides for Licensed Practical Nursing developed by V-TECS, (2)Instructional Guide for Practical Nursing in Virginia's Public Schools, (3)Competencies of L.P.N.s identified by the National League for Nursing, (4)sample curriculum guides, (5)requirements of the Virginia State Board of Nursing, (6)and other factors influencing the curriculum; develop a competency based curriculum to be used as a minimum guide by practical nursing educators in Virginia. The competency-based curriculum guide will be developed within the published requirement(s) of the State Department of Education and the Virginia State Board of Nursing.

7.b

Virginia Curriculum Development

Project Number

Project Director: Dr. Mildred A. Mason
Associate Professor and
Program Area Leader
Trade and Industrial Education and
Health Occupationa
Old Dominion University
Norfolk, VA 23508

Friday, November 17, 1978

12:00 Registration and Lunch
1:00 Session to Plan for Accomplishment of Tasks

Tasks to be Accomplished November 17, 18 and 19.

1. Agree upon definition of terms to be used.
2. Classify performance objectives not appropriate for Virginia.
3. Revise the master curriculum plan.
4. Develop plan of action for regional curriculum teams.
5. Develop guidelines for curriculum teams.
6. Plan strategy for development of competency-based curriculum.
7. Plan strategy to oversee curriculum revisions suggested by the regional writing teams.
8. Discuss guidelines for use with occupational specialists, such as nursing home employers, Virginia Heart Association, and Virginia Cancer Society.

Sunday, November 19, 1978

11:00 Adjourn

OLD DOMINION UNIVERSITY

Old Dominion University • (804) 489-6000 • Norfolk, VA 23508

M E M O R A N D U M:

TO: Selected Practical Nursing Educators

FROM: The Professional Advisory Committee by Mildred Mason
Mildred A. Mason, Project Director
Old Dominion University
Norfolk, VA 23508
804-489-6581

SUBJECT: Opinion Survey of Practical Nursing Educators Regarding Selected V-TECS Performance Objectives

DATE: December 15, 1978

The initial meeting of the Professional Advisory Committee for Practical Nursing was held on November 17, 1978. During this meeting the members reviewed all of the performance objectives found in the current V-TECS catalog for Practical Nursing. Attached are listed, by number, some of the objectives the members felt needed special attention. Please have three (3) of your faculty review these objectives as they apply to your locality and indicate their collective opinion in the space provided.

Please check the appropriate block: Always, Sometimes or Never.

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5-23-'79
10 total respondents

2. PERFORMANCE OBJECTIVE NUMBERS FROM V-TECS TO BE QUESTIONED BY REGIONAL COMMITTEES*

V-TECS Objective Number	Always	Sometimes	Never
4	2	2	7
5	1	3	6
27	5	5	1
33	5	5	1
34	5	5	1
35	7	3	1
50	6	4	1
54	7	4	0
61	1	5	4
62	3	5	3
63	3	5	3
65	6	5	0
68	8	2	1
69	10	1	0
70	9	1	1
76	9	1	1
80	9	2	0
81	3	5	3
82	9	2	0
84	3	3	4
85	3	3	4
86	2	0	8
87	2	1	7
91	5	2	3
93	6	2	2
95	9	0	0
97	3	2	5
108	0	5	4
113	5	3	2
119	4	3	3
120	3	2	4
136	5	2	3
139	1	3	5
153	3	3	5

* Collective opinion of three (3) faculty members.

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M E M O R A N D U M:

TO: Licensed Practical Nurse Members of the VLPNA

FROM: The Professional Advisory Committee
Mildred A. Mason, Project Director
Old Dominion University
Norfolk, VA 23508
804-489-6581

Mildred Mason

SUBJECT: L.P.N. Members of the VLPNA Survey of Duties Performed by Licensed Practical Nurses in Virginia

DATE: December 15, 1978

Practical nursing educators are voluntarily revising the basic curriculum to prepare future L.P.N.s in Virginia. An extremely important part of this revision is having you share your response with us by filling out the attached questionnaire of tasks. We need your input in order to combine the actual practice of the L.P.N with the curriculum.

Please make your professional contribution to the future of practical nursing by indicating whether you Always, Sometimes or Never perform the following tasks.

Thank you for your opinion.

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LPN MEMBERS OF THE VLPNA

SURVEY OF DUTIES

PERFORMED BY

5-23-79

LICENSED PRACTICAL NURSES IN VIRGINIA

14 Total Respondents

TASKS BY DUTY AREAS	Always	Sometimes	Never
A. PERFORMING SUPERVISED MANAGEMENT FUNCTIONS			
1. Conduct Patient Census	3	7	1
2. Develop a Patient Care Plan	7	6	1
3. Fill Out Charge Slips	7	5	1
4. Make Work Assignments	4	6	2
5. Orient New Employees	7	7	0
6. Practice Evacuation Procedures	9	3	1
7. Secure Patient's Valuables	8	4	1
B. PROVIDING PERSONAL PATIENT CARE AND ASSISTANCE			
8. Assist in Placing Telephone Calls	7	5	1
9. Assist in Conscious Patient to Maintain Oral Hygiene	9	4	1
10. Maintain Oral Hygiene for an Unconscious Patient	10	2	1
11. Assist a Conscious Patient With Dentures to Maintain Oral Hygiene	11	2	1
12. Assist in Using Bedside Commode	11	1	1
13. Assist in Using Bedpan	11	1	1
14. Assist in Using Urinal	11	1	1
15. Assist With Shower	9	4	1
16. Assist With Tub Bath	8	4	1
17. Brush, Comb, or Braid Hair	9	4	1
18. Care For the Nails	9	3	1
19. Dress Adult Bed Patient	9	3	1
20. Feed Adult or Child	10	2	1
21. Give Bed Bath	9	4	1
22. Process Patients for Unit Admission	7	2	2
23. Transfer a Patient Within the Same Facility	8	4	1
24. Discharge a Patient	8	4	1
25. Arrange For a Clergy's Visit	4	7	2
26. Give Shampoo to a Bed Patient	7	5	1
27. Shave Males	7	6	1
C. PERFORMING COMFORT AND SAFETY FUNCTIONS			
28. Adjust Beds	11	1	1
29. Adjust Siderails for Patient Safety	12	0	1
30. Assist Patient to Dangle	11	1	1
31. Assist Patient Into a Wheelchair	12	1	1
32. Assist Patient to Ambulate	12	0	1
33. Assist Patient With Crutch-Walking	8	5	1

TASKS BY DUTY AREAS

		Always	Sometimes	Never
C.	PERFORMING COMFORT AND SAFETY FUNCTIONS (CONTINUED)			
34.	Assist Patient in Using a Cane	8	4	1
35.	Assist Patient in Using a Walker	8	5	1
36.	Give Back Rub	10	2	1
37.	Transfer a Patient From a Bed to a Wheelchair Using a Mechanical Lifter	6	4	3
38.	Put Alternating Pressure Mattress on Bed	6	6	1
39.	Put Foot Board or Overbed Cradel on Bed	8	4	1
40.	Transport Patient on Stretcher	8	4	1
41.	Transport Patient in Wheelchair	9	4	1
42.	Turn Patient in Bed	11	1	1
43.	Apply Restraints	7	6	1
D.	PERFORMING ASEPTIC TECHNIQUES			
44.	Apply Sterile Dressings/Bandages	8	5	1
45.	Dress Burns	6	5	2
46.	Handle Sterile Equipment and Supplies	7	7	0
47.	Open Sterile Packs	8	6	0
48.	Pour Sterile Solutions	8	6	0
49.	Put on and Remove Sterile Gloves	8	6	0
50.	Put on Sterile Gown	8	4	2
51.	Set up Sterile Field	7	7	0
52.	Wash Hands	13	1	0
E.	ADMINISTERING TREATMENTS			
53.	Administer Local Cold Applications	8	5	1
54.	Administer Tepid Baths	9	4	1
55.	Administer Gavage Feedings	6	5	2
56.	Administer Local Hot Applications	6	7	1
57.	Administer Oxygen	5	7	1
58.	Apply Anti-Embolic Stocking	7	5	1
59.	Apply Bandages	9	5	0
60.	Apply Binders	8	3	2
61.	Apply an Electric Thermal Blanket	2	5	3
62.	Apply or Remove Braces	5	7	11
63.	Apply or Remove Skin Traction	4	4	4
64.	Instruct and Assist Patient With Breathing Exercises	9	3	1
65.	Assist Patient With Postural Drainage	5	6	2
66.	Assist Patient With Range of Motion Exercises	8	4	1
67.	Assist Patient With Sitz Bath	9	4	1
68.	Clean Inner Cannula of Tracheostomy	8	3	2
69.	Insert a Urinary Catheter	8	4	1
70.	Change Colostomy Dressing	8	4	1
71.	Give Artificial Ventilation to an Unconscious Adult	5	5	3
72.	Give Artificial Ventilation to an Unconscious Infant	4	1	6

TASKS BY DUTY AREAS

		Always	Sometimes	Never
E.	ADMINISTERING TREATMENTS (CONTINUED)			
73.	Give External Cardiac Compression to a Patient With An Unwitnessed Cardiac Arrest	4	4	2
74.	Give Enema	9	2	2
75.	Give Oral Medications	11	2	1
76.	Give Parenteral Medications	9	3	2
77.	Give Perineal Care	10	11	1
78.	Insert Rectal Suppository	10	3	1
79.	Insert Vaginal Medications	10	3	1
80.	Give Pre-Operative Skin Care	9	2	2
81.	Insert Oral Airway	4	3	5
82.	Irrigate the Urinary Bladder	10	1	2
83.	Irrigate Colostomy	9	3	1
84.	Irrigate Ear of Adult Patient	6	3	5
85.	Irrigate Eye(s)	8	4	2
86.	Irrigate Nose	4	4	6
87.	Irrigate Throat	5	3	4
88.	Irrigate Nasogastric Tubing for Patency	8	3	2
89.	Irrigate Vaginal Canal	9	3	1
90.	Irrigate Wounds	9	3	1
91.	Position Air Rings and/or Doughnuts	10	3	1
92.	Position Trochanter Rolls and/or Sandbags	9	3	2
93.	Remove Fecal Impaction	9	3	1
94.	Suction Patient's Upper Respiratory Passage	7	5	1
95.	Suction Tracheostomy	8	4	1
96.	Remove Retention Catheter	8	3	2
F.	CONDUCTING NURSING PROCEDURES			
97.	Prepare Equipment and Supplies for Sterilization	7	2	3
98.	Assist With Physical Examinations	9	4	0
99.	Assist With Post-Mortem Care	7	6	1
100.	Control External Hemorrhage	5	6	3
101.	Count and Report Fetal Heart Rate	5	5	3
102.	Inventory Equipment and Supplies	7	5	1
103.	Inventory Medicines	8	5	1
104.	Inventory Narcotics	7	5	2
105.	Connect Nasogastric Tube to Suction Machine	5	5	2
106.	Make Unoccupied, Surgical, or Open Bed	10	3	1
107.	Make an Occupied Bed	10	2	1
108.	Operate Circ-O-Lectric Bed	4	3	4
109.	Prepare Patient for Surgery	7	2	2
110.	Prepare Patient for and/or Assist With Rectal, Vaginal, or Proctoscopic Examinations	10	2	1
111.	Regulate IV Infusion	7	3	3
112.	Serve Food Tray	9	3	1
113.	Set up Child-Adult Mist Tent	2	9	3
114.	Set up Vaporizer	3	8	2

TASKS BY DUTY AREAS	Always	Sometimes	Never
F. CONDUCTING NURSING PROCEDURES (CONTINUED)			
115. Take Blood Pressure	12	1	0
116. Take Pulse and Respiration	12	2	0
117. Take Temperature	12	2	0
118. Time Contractions	8	4	1
119. Rotate Patients Using Turning Frames	5	0	7
G. COLLECTING AND CARING FOR SPECIMENS			
120. Collect Gastric Specimens	5	3	3
121. Collect Stool Specimen	9	4	1
122. Collect Routine Urine Specimens	12	2	0
123. Collect "Clean Catch" Urine Specimens	12	2	0
124. Collect Nose or Throat Specimens for Culture	8	6	0
125. Test Urine for Sugar and Acetone	12	2	0
H. CARING FOR THE NEWBORN INFANT			
126. Bathe Infant	7	3	2
127. Irrigate Eyes with Silver Nitrate	4	2	6
128. Care for Female Genitalia	6	3	2
129. Care for Umbilical Cord	6	4	2
130. Carry Infant	6	4	2
131. Collect Urine Specimen	7	3	2
132. Dress Circumcision	7	2	2
133. Dress Infant	7	3	2
134. Feed Infant	7	3	2
135. Identify Newborn Using Bracelet, Imprints, Etc.	9	1	2
136. Suction Infant's Respiratory Passage	5	1	5
137. Weigh and Measure Infant	7	3	2
I. PERFORMING ISOLATION TECHNIQUES			
138. Collect Specimens From Isolated Patient	8	4	1
139. Perform Terminal Disinfection	5	4	4
140. Put on and Remove Sterile Gown	9	2	1
141. Put on and Remove Mask	9	3	1
142. Serve or Remove Food Tray	9	3	1
143. Set up Isolation Unit	9	2	2

TASKS BY DUTY AREAS

J. USING ORAL AND WRITTEN COMMUNICATIONS	Always	Sometimes	Never
144. Complete Release Forms	4	8	1
145. Orient Patient to Hospital Rules	8	4	1
146. Prepare Incident Report	7	5	1
147. Prepare Requisitions for Equipment or Supplies	10	3	1
148. Report Height and Weight	9	3	1
149. Record Intake/Output	11	1	1
150. Record History by Patient Interview	7	5	1
151. Record Nursing Care	12	2	0
152. Record Temperature, Pulse Respiration (TPR) and Blood Pressure	12	2	0
153. Transcribe Physician's Orders	8	6	0

OLD DOMINION UNIVERSITY

Old Dominion University • (804) 489-6000 • Norfolk, VA 23508

M E M O R A N D U M:

TO: Practical Nursing Educators

FROM: The Professional Advisory Committee by Mildred Mason
Mildred A. Mason, Project Director
Old Dominion University
Norfolk, VA 23508
804-489-6581

SUBJECT: Practical Nursing Educator Survey of Duties Performed by Licensed Practical Nurses in Virginia

DATE: December 15, 1978

Some of your associates in practical nursing education volunteered to revise the current curriculum guide. Your professional suggestions will serve as an important basis for actual revision.

Please make your professional contribution to the future of practical nursing by indicating whether you Always, Sometimes or Never teach the following tasks.

Thank you for your opinion.

Old Dominion University is an affirmative action equal opportunity institution.

EDUCATORS OF LICENSED PRACTICAL NURSES

SURVEY OF DUTIES

PERFORMED BY

5-23-79

LICENSED PRACTICAL NURSES IN VIRGINIA

52 Total Respondents

TASKS BY DUTY AREAS	Always	Sometimes	Never
A. PERFORMING SUPERVISED MANAGEMENT FUNCTIONS			
1. Conduct Patient Census	5	8	36
2. Develop a Patient Care Plan	32	19	1
3. Fill Out Charge Slips	42	10	0
4. Make Work Assignments	11	15	26
5. Orient New Employees	5	12	35
6. Practice Evacuation Procedures	22	18	10
7. Secure Patient's Valuables	45	5	1
B. PROVIDING PERSONAL PATIENT CARE AND ASSISTANCE			
8. Assist in Placing Telephone Calls	43	7	1
9. Assist in Conscious Patient to Maintain Oral Hygiene	51	1	0
10. Maintain Oral Hygiene for an Unconscious Patient	52	0	0
11. Assist a Conscious Patient With Dentures to Maintain Oral Hygiene	51	1	0
12. Assist in Using Bedside Commode	51	1	0
13. Assist in Using Bedpan	52	0	0
14. Assist in Using Urinal	49	3	0
15. Assist With Shower	49	3	0
16. Assist With Tub Bath	50	2	0
17. Brush, Comb, or Braid Hair	51	1	0
18. Care For the Nails	51	1	0
19. Dress Adult Bed Patient	51	0	1
20. Feed Adult or Child	51	1	0
21. Give Bed Bath	51	1	0
22. Process Patients for Unit Admission	44	5	4
23. Transfer a Patient Within the Same Facility	49	3	0
24. Discharge a Patient	51	2	0
25. Arrange For a Clergy's Visit	39	13	6
26. Give Shampoo to a Bed Patient	41	12	0
27. Shave Males	39	10	4
C. PERFORMING COMFORT AND SAFETY FUNCTIONS			
28. Adjust Beds	51	1	0
29. Adjust Siderails for Patient Safety	52	0	0
30. Assist Patient to Dangle	51	1	0
31. Assist Patient Into a Wheelchair	52	0	0
32. Assist Patient to Ambulate	51	1	0
33. Assist Patient With Crutch-Walking	32	11	4

TASKS BY DUTY AREAS

		Always	Sometimes	Never
C.	PERFORMING COMFORT AND SAFETY FUNCTIONS (CONTINUED)			
34.	Assist Patient in Using a Cane	31	16	4
35.	Assist Patient in Using a Walker	35	13	3
36.	Give Back Rub	52	0	0
37.	Transfer a Patient From a Bed to a Wheelchair Using a Mechanical Lifter	22	16	13
38.	Put Alternating Pressure Mattress on Bed	35	14	2
39.	Put Foot Board or Overbed Cradel on Bed	45	6	0
40.	Transport Patient on Stretcher	48	3	0
41.	Transport Patient in Wheelchair	51	1	0
42.	Turn Patient in Bed	51	0	0
43.	Apply Restraints	45	7	0
D.	PERFORMING ASEPTIC TECHNIQUES			
44.	Apply Sterile Dressings/Bandages	49	4	0
45.	Dress Burns	37	11	3
46.	Handle Sterile Equipment and Supplies	51	1	0
47.	Open Sterile Packs	52	0	0
48.	Pour Sterile Solutions	51	1	0
49.	Put on and Remove Sterile Gloves	51	1	0
50.	Put on Sterile Gown	35	10	7
51.	Set up Sterile Field	45	5	2
52.	Wash Hands	52	0	0
E.	ADMINISTERING TREATMENTS			
53.	Administer Local Cold Applications	51	1	0
54.	Administer Tepid Baths	47	5	0
55.	Administer Gavage Feedings	48	4	1
56.	Administer Local Hot Applications	52	0	0
57.	Administer Oxygen	40	12	0
58.	Apply Anti-Embolic Stocking	49	3	0
59.	Apply Bandages	52	0	0
60.	Apply Binders	49	3	0
61.	Apply an Electric Thermal Blanket	16	11	25
62.	Apply or Remove Braces	20	23	9
63.	Apply or Remove Skin Traction	24	13	14
64.	Instruct and Assist Patient With Breathing Exercises	46	6	0
65.	Assist Patient With Postural Drainage	34	16	2
66.	Assist Patient With Range of Motion Exercises	48	4	0
67.	Assist Patient With Sitz Bath	50	1	0
68.	Clean Inner Cannula of Tracheostomy	43	8	1
69.	Insert a Urinary Catheter	52	0	0
70.	Change Colostomy Dressing	50	2	0
71.	Give Artificial Ventilation to an Unconscious Adult	38	9	5
72.	Give Artificial Ventilation to an Unconscious Infant	34	8	9

TASKS BY DUTY AREAS

	E. ADMINISTERING TREATMENTS (CONTINUED)	Always	Sometimes	Never
73.	Give External Cardiac Compression to a Patient With An Unwitnessed Cardiac Arrest	34	7	5
74.	Give Enema	48	2	0
75.	Give Oral Medications	49	2	1
76.	Give Parenteral Medications	44	3	5
77.	Give Perineal Care	51	1	0
78.	Insert Rectal Suppository	46	5	1
79.	Insert Vaginal Medications	45	6	1
80.	Give Pre-Operative Skin Care	47	5	1
81.	Insert Oral Airway	19	16	16
82.	Irrigate the Urinary Bladder	41	8	4
83.	Irrigate Colostomy	47	5	0
84.	Irrigate Ear of Adult Patient	29	10	12
85.	Irrigate Eye(s)	30	14	7
86.	Irrigate Nose	18	10	24
87.	Irrigate Throat	20	11	20
88.	Irrigate Nasogastric Tubing for Patency	49	3	0
89.	Irrigate Vaginal Canal	49	3	0
90.	Irrigate Wounds	42	9	1
91.	Position Air Rings and/or Doughnuts	32	10	9
92.	Position Trochanter Rolls and/or Sandbags	47	5	0
93.	Remove Fecal Impaction	39	9	3
94.	Suction Patient's Upper Respiratory Passage	45	7	0
95.	Suction Tracheostomy	43	7	2
96.	Remove Retention Catheter	51	1	0
	F. CONDUCTING NURSING PROCEDURES			
97.	Prepare Equipment and Supplies for Sterilization	29	11	11
98.	Assist With Physical Examinations	47	5	0
99.	Assist With Post-Mortem Care	48	2	2
100.	Control External Hemorrhage	46	6	0
101.	Count and Report Fetal Heart Rate	49	2	0
102.	Inventory Equipment and Supplies	19	11	21
103.	Inventory Medicines	27	8	16
104.	Inventory Narcotics	37	6	9
105.	Connect Nasogastric Tube to Suction Machine	49	2	1
106.	Make Unoccupied, Surgical, or Open Bed	51	0	0
107.	Make an Occupied Bed	51	0	0
108.	Operate Circ-O-Lectric Bed	24	17	11
109.	Prepare Patient for Surgery	50	2	0
110.	Prepare Patient for and/or Assist With Rectal, Vaginal, or Proctoscopic Examinations	48	4	0
111.	Regulate IV Infusion	39	5	6
112.	Serve Food Tray	48	3	1
113.	Set up Child-Adult Mist Tent	34	8	9
114.	Set up Vaporizer	33	10	8

TASKS BY DUTY AREAS	Always	Sometimes	Never
F. CONDUCTING NURSING PROCEDURES (CONTINUED)			
115. Take Blood Pressure	51	0	0
116. Take Pulse and Respiration	52	0	0
117. Take Temperature	52	0	0
118. Time Contractions	49	2	0
119. Rotate Patients Using Turning Frames	21	14	17
G. COLLECTING AND CARING FOR SPECIMENS			
120. Collect Gastric Specimens	26	17	9
121. Collect Stool Specimen	50	2	0
122. Collect Routine Urine Specimens	51	1	0
123. Collect "Clean Catch" Urine Specimens	52	0	0
124. Collect Nose or Throat Specimens for Culture	45	5	3
125. Test Urine for Sugar and Acetone	51	0	0
H. CARING FOR THE NEWBORN INFANT			
126. Bathe Infant	51	0	0
127. Irrigate Eyes with Silver Nitrate	38	3	7
128. Care for Female Genitalia	47	0	2
129. Care for Umbilical Cord	48	0	1
130. Carry Infant	50	0	0
131. Collect Urine Specimen	48	1	1
132. Dress Circumcision	45	3	1
133. Dress Infant	50	1	0
134. Feed Infant	50	0	0
135. Identify Newborn Using Bracelet, Imprints, Etc.	46	3	0
136. Suction Infant's Respiratory Passage	30	7	9
137. Weigh and Measure Infant	50	0	0
I. PERFORMING ISOLATION TECHNIQUES			
138. Collect Specimens From Isolated Patient	48	4	0
139. Perform Terminal Disinfection	31	5	14
140. Put on and Remove Sterile Gown	45	3	4
141. Put on and Remove Mask	52	0	0
142. Serve or Remove Food Tray	50	1	1
143. Set up Isolation Unit	46	6	0

TASKS BY DUTY AREAS	Always	Sometimes	Never
F. CONDUCTING NURSING PROCEDURES (CONTINUED)			
115. Take Blood Pressure	51	0	0
116. Take Pulse and Respiration	52	0	0
117. Take Temperature	52	0	0
118. Time Contractions	49	2	0
119. Rotate Patients Using Turning Frames	21	14	17
G. COLLECTING AND CARING FOR SPECIMENS			
120. Collect Gastric Specimens	26	17	9
121. Collect Stool Specimen	50	2	0
122. Collect Routine Urine Specimens	51	1	0
123. Collect "Clean Catch" Urine Specimens	52	0	0
124. Collect Nose or Throat Specimens for Culture	45	5	3
125. Test Urine for Sugar and Acetone	51	0	0
H. CARING FOR THE NEWBORN INFANT			
126. Bathe Infant	51	0	0
127. Irrigate Eyes with Silver Nitrate	38	3	7
128. Care for Female Genitalia	47	0	2
129. Care for Umbilical Cord	48	0	1
130. Carry Infant	50	0	0
131. Collect Urine Specimen	48	1	1
132. Dress Circumcision	45	3	1
133. Dress Infant	50	1	0
134. Feed Infant	50	0	0
135. Identify Newborn Using Bracelet, Imprints, Etc.	46	3	0
136. Suction Infant's Respiratory Passage	30	7	9
137. Weigh and Measure Infant	50	0	0
I. PERFORMING ISOLATION TECHNIQUES			
138. Collect Specimens From Isolated Patient	48	4	2
139. Perform Terminal Disinfection	31	5	14
140. Put on and Remove Sterile Gown	45	3	4
141. Put on and Remove Mask	52	0	0
142. Serve or Remove Food Tray	50	1	1
143. Set up Isolation Unit	46	6	0

TASKS BY DUTY AREAS

J. USING ORAL AND WRITTEN COMMUNICATIONS	Always	Sometimes	Never
144. Complete Release Forms	22	7	13
145. Orient Patient to Hospital Rules	48	1	0
146. Prepare Incident Report	34	13	2
147. Prepare Requisitions for Equipment or Supplies	30	15	7
148. Report Height and Weight	49	1	0
149. Record Intake/Output	50	0	0
150. Record History by Patient Interview	34	8	6
151. Record Nursing Care	50	0	0
152. Record Temperature, Pulse, Respiration (TPR) and Blood Pressure	49	1	0
153. Transcribe Physician's Orders	25	9	16

OLD DOMINION UNIVERSITY

Old Dominion University • (804) 489-6000 • Norfolk, VA 23508

M E M O R A N D U M:

TO: Employers of Licensed Practical Nurses in Virginia

FROM: The Professional Advisory Committee by Mildred Mason
Mildred A. Mason, Project Director
Old Dominion University
Norfolk, VA 23508
804-489-6581

SUBJECT: Employer Survey of Duties Performed by Licensed Practical Nurses in Virginia

DATE: December 15, 1978

Practical nursing educators are voluntarily revising the basic curriculum to prepare future L.P.N.s in Virginia. An extremely important part of this revision is having you share your response with us by filling out the attached questionnaire of tasks. We need your input in order to combine the actual practice of the L.P.N. with the curriculum.

As a nursing administrator, your current use of L.P.N.s is of vital importance to practical nursing educators as they revise the curriculum. Please make your professional contribution to the future of practical nursing by indicating whether you have them perform the following tasks.

Thank you for your opinion.

Old Dominion University is an affirmative action/equal opportunity institution.

EMPLOYERS OF LICENSED PRACTICAL NURSES

SURVEY OF DUTIES

PERFORMED BY

5-23-79

LICENSED PRACTICAL NURSES IN VIRGINIA

23 Total Respondents

TASKS BY DUTY AREAS	Always	Sometimes	Never
PERFORMING SUPERVISED MANAGEMENT FUNCTIONS			
1. Conduct Patient Census	2	12	9
2. Develop a Patient Care Plan	1	11	8
3. Fill Out Charge Slips	10	7	3
4. Make Work Assignments	3	11	6
5. Orient New Employees	1	15	4
6. Practice Evacuation Procedures	3	12	5
7. Secure Patient's Valuables	6	11	3
B. PROVIDING PERSONAL PATIENT CARE AND ASSISTANCE			
8. Assist in Placing Telephone Calls	9	13	0
9. Assist in Conscious Patient to Maintain Oral Hygiene	11	9	2
10. Maintain Oral Hygiene for an Unconscious Patient	12	7	3
11. Assist a Conscious Patient With Dentures to Maintain Oral Hygiene	11	9	2
12. Assist in Using Bedside Commode	12	7	3
13. Assist in Using Bedpan	14	9	1
14. Assist in Using Urinal	14	8	2
15. Assist With Shower	12	8	2
16. Assist With Tub Bath	12	8	2
17. Brush, Comb, or Braid Hair	13	7	2
18. Care For the Nails	13	7	2
19. Dress Adult Bed Patient	13	7	2
20. Feed Adult or Child	13	6	2
21. Give Bed Bath	13	6	2
22. Process Patients for Unit Admission	9	7	4
23. Transfer a Patient Within the Same Facility	12	6	2
24. Discharge a Patient	12	6	3
25. Arrange For a Clergy's Visit	2	15	4
26. Give Shampoo to a Bed Patient	8	12	2
27. Shave Males	9	11	2
C. PERFORMING COMFORT AND SAFETY FUNCTIONS			
28. Adjust Beds	13	7	2
29. Adjust Siderails for Patient Safety	12	7	3
30. Assist Patient to Dangle	12	9	1
31. Assist Patient Into a Wheelchair	12	9	1
32. Assist Patient to Ambulate	11	10	1
33. Assist Patient With Crutch-Walking	5	14	3

TASKS BY DUTY AREAS

		Always	Sometimes	Never
C.	PERFORMING COMFORT AND SAFETY FUNCTIONS (CONTINUED)			
34.	Assist Patient in Using a Cane	6	12	4
35.	Assist Patient in Using a Walker	6	14	2
36.	Give Back Rub	12	8	3
37.	Transfer a Patient From a Bed to a Wheelchair Using a Mechanical Lifter	3	13	6
38.	Put Alternating Pressure Mattress on Bed	5	11	5
39.	Put Foot Board or Overbed Cradel on Bed	9	10	3
40.	Transport Patient on Stretcher	9	12	2
41.	Transport Patient in Wheelchair	9	13	1
42.	Turn Patient in Bed	12	8	2
43.	Apply Restraints	11	10	2
D.	PERFORMING ASEPTIC TECHNIQUES			
44.	Apply Sterile Dressings/Bandages	11	11	1
45.	Dress Burns	6	13	3
46.	Handle Sterile Equipment and Supplies	14	9	0
47.	Open Sterile Packs	13	10	0
48.	Pour Sterile Solutions	12	11	0
49.	Put on and Remove Sterile Gloves	13	10	0
50.	Put on Sterile Gown	8	11	4
51.	Set up Sterile Field	11	12	0
52.	Wash Hands	16	7	0
E.	ADMINISTERING TREATMENTS			
53.	Administer Local Cold Applications	11	11	1
54.	Administer Tepid Baths	10	10	2
55.	Administer Gavage Feedings	9	9	3
56.	Administer Local Hot Applications	10	10	2
57.	Administer Oxygen	8	12	3
58.	Apply Anti-Embolic Stocking	11	10	2
59.	Apply Bandages	12	9	0
60.	Apply Binders	10	9	2
61.	Apply an Electric Thermal Blanket	3	4	13
62.	Apply or Remove Braces	4	13	6
63.	Apply or Remove Skin Traction	4	10	7
64.	Instruct and Assist Patient With Breathing Exercises	5	16	1
65.	Assist Patient With Postural Drainage	2	17	3
66.	Assist Patient With Range of Motion Exercises	5	15	2
67.	Assist Patient With Sitz Bath	10	11	2
68.	Clean Inner Cannula of Tracheostomy	6	9	5
69.	Insert a Urinary Catheter	11	11	1
70.	Change Colostomy Dressing	11	10	2
71.	Give Artificial Ventilation to an Unconscious Adult	8	7	7
72.	Give Artificial Ventilation to an Unconscious Infant	7	4	10

TASKS BY DUTY AREAS

		Always	Sometimes	Never
E.	ADMINISTERING TREATMENTS (CONTINUED)			
73.	Give External Cardiac Compression to a Patient With An Unwitnessed Cardiac Arrest	5	12	4
74.	Give Enema	11	8	2
75.	Give Oral Medications	11	11	0
76.	Give Parenteral Medications	9	10	3
77.	Give Perineal Care	10	11	2
78.	Insert Rectal Suppository	11	10	1
79.	Insert Vaginal Medications	10	10	2
80.	Give Pre-Operative Skin Care	10	6	5
81.	Insert Oral Airway	4	12	6
82.	Irrigate the Urinary Bladder	7	14	2
83.	Irrigate Colostomy	6	13	3
84.	Irrigate Ear of Adult Patient	5	11	6
85.	Irrigate Eye(s)	4	11	6
86.	Irrigate Nose	3	8	11
87.	Irrigate Throat	4	10	9
88.	Irrigate Nasogastric Tubing for Patency	10	8	4
89.	Irrigate Vaginal Canal	9	10	3
90.	Irrigate Wounds	8	12	3
91.	Position Air Rings and/or Doughnuts	7	7	7
92.	Position Trochanter Rolls and/or Sandbags	8	9	5
93.	Remove Fecal Impaction	8	8	6
94.	Suction Patient's Upper Respiratory Passage	7	13	2
95.	Suction Tracheostomy	7	9	4
96.	Remove Retention Catheter	10	12	0
F.	CONDUCTING NURSING PROCEDURES			
97.	Prepare Equipment and Supplies for Sterilization	8	8	5
98.	Assist With Physical Examinations	12	11	0
99.	Assist With Post-Mortem Care	11	7	3
100.	Control External Hemorrhage	8	10	4
101.	Count and Report Fetal Heart Rate	5	9	4
102.	Inventory Equipment and Supplies	10	10	2
103.	Inventory Medicines	10	9	2
104.	Inventory Narcotics	10	7	3
105.	Connect Nasogastric Tube to Suction Machine	10	8	3
106.	Make Unoccupied, Surgical, or Open Bed	12	8	2
107.	Make an Occupied Bed	11	9	2
108.	Operate Circ-O-Lectric Bed	3	8	7
109.	Prepare Patient for Surgery	11	6	3
110.	Prepare Patient for and/or Assist With Rectal, Vaginal, or Proctoscopic Examinations	12	9	1
111.	Regulate IV Infusion	5	10	5
112.	Serve Food Tray	9	7	5
113.	Set up Child-Adult Mist Tent	4	8	6
114.	Set up Vaporizer	4	11	5

TASKS BY DUTY AREAS	Always	Sometimes	Never
F. CONDUCTING NURSING PROCEDURES (CONTINUED)			
115. Take Blood Pressure	16	7	0
116. Take Pulse and Respiration	15	8	0
117. Take Temperature	15	8	0
118. Time Contractions	7	7	3
119. Rotate Patients Using Turning Frames	6	8	6
G. COLLECTING AND CARING FOR SPECIMENS			
120. Collect Gastric Specimens	6	8	7
121. Collect Stool Specimen	12	10	1
122. Collect Routine Urine Specimens	14	9	0
123. Collect "Clean Catch" Urine Specimens	14	7	1
124. Collect Nose or Throat Specimens for Culture	10	9	3
125. Test Urine for Sugar and Acetone	14	9	0
H. CARING FOR THE NEWBORN INFANT			
126. Bathe Infant	5	5	4
127. Irrigate Eyes with Silver Nitrate	2	2	9
128. Care for Female Genitalia	7	3	3
129. Care for Umbilical Cord	4	6	3
130. Carry Infant	5	6	2
131. Collect Urine Specimen	5	5	3
132. Dress Circumcision	3	7	3
133. Dress Infant	5	5	3
134. Feed Infant	4	7	2
135. Identify Newborn Using Bracelet, Imprints, Etc.	6	3	4
136. Suction Infant's Respiratory Passage	2	5	5
137. Weigh and Measure Infant	4	6	3
I. PERFORMING ISOLATION TECHNIQUES			
138. Collect Specimens From Isolated Patient	10	10	1
139. Perform Terminal Disinfection	5	4	10
140. Put on and Remove Sterile Gown	9	9	3
141. Put on and Remove Mask	10	8	3
142. Serve or Remove Food Tray	9	9	3
143. Set up Isolation Unit	9	11	1

TASKS BY DUTY AREAS

J. USING ORAL AND WRITTEN COMMUNICATIONS	Always	Sometimes	Never
144. Complete Release Forms	5	12	5
145. Orient Patient to Hospital Rules	9	10	2
146. Prepare Incident Report	7	15	1
147. Prepare Requisitions for Equipment or Supplies	10	12	1
148. Report Height and Weight	12	11	0
149. Record Intake/Output	12	9	1
150. Record History by Patient Interview	6	8	9
151. Record Nursing Care	13	9	1
152. Record Temperature, Pulse, Respiration (TPR) and Blood Pressure	14	9	0
153. Transcribe Physician's Orders	5	10	5

OLD DOMINION UNIVERSITY

Old Dominion University • (804) 489-6000 • Norfolk, VA 23508

M E M O R A N D U M:

TO: Licensed Practical Nurses in Virginia

FROM: The Professional Advisory Committee by Mildred Mason
Mildred A. Mason, Project Director
Old Dominion University
Norfolk, VA 23508
804-489-6581

SUBJECT: Licensed Practical Nurse Survey of Duties Performed by Licensed Practical Nurses in Virginia

DATE: December 15, 1978

Practical nursing educators are voluntarily revising the basic curriculum to prepare future L.P.N.s in Virginia. An extremely important part of this revision is having you share your response with us by filling out the attached questionnaire of tasks. We need your input in order to combine the actual practice of the L.P.N. with the curriculum.

Please make your professional contribution to the future of practical nursing by indicating whether you Always, Sometimes or Never perform the following tasks.

Thank you for your opinion.

Old Dominion University is an affirmative action/equal opportunity institution

LICENSED PRACTICAL NURSES

SURVEY OF DUTIES

5-23-79

PERFORMED BY

LICENSED PRACTICAL NURSES IN VIRGINIA

10 Total Respondents

TASKS BY DUTY AREAS	Always	Sometimes	Never
A. PERFORMING SUPERVISED MANAGEMENT FUNCTIONS			
1. Conduct Patient Census	3	0	5
2. Develop a Patient Care Plan	4	5	1
3. Fill Out Charge Slips	8	2	0
4. Make Work Assignments	2	4	4
5. Orient New Employees	3	6	1
6. Practice Evacuation Procedures	3	3	3
7. Secure Patient's Valuables	7	3	0
B. PROVIDING PERSONAL PATIENT CARE AND ASSISTANCE			
8. Assist in Placing Telephone Calls	4	6	0
9. Assist in Conscious Patient to Maintain Oral Hygiene	6	4	0
10. Maintain Oral Hygiene for an Unconscious Patient	9	0	1
11. Assist a Conscious Patient With Dentures to Maintain Oral Hygiene	6	4	0
12. Assist in Using Bedside Commode	6	4	0
13. Assist in Using Bedpan	6	4	0
14. Assist in Using Urinal	5	3	1
15. Assist With Shower	3	5	2
16. Assist With Tub Bath	3	5	1
17. Brush, Comb, or Braid Hair	5	5	0
18. Care For the Nails	3	4	3
19. Dress Adult Bed Patient	5	5	0
20. Feed Adult or Child	5	4	0
21. Give Bed Bath	6	4	0
22. Process Patients for Unit Admission	7	1	1
23. Transfer a Patient Within the Same Facility	6	4	0
24. Discharge a Patient	6	4	0
25. Arrange For a Clergy's Visit	2	5	2
26. Give Shampoo to a Bed Patient	2	7	1
27. Shave Males	5	2	1
C. PERFORMING COMFORT AND SAFETY FUNCTIONS			
28. Adjust Beds	9	1	0
29. Adjust Siderails for Patient Safety	9	0	0
30. Assist Patient to Dangle	8	2	0
31. Assist Patient Into a Wheelchair	7	3	0
32. Assist Patient to Ambulate	7	3	0
33. Assist Patient With Crutch-Walking	3	4	2

TASKS BY DUTY AREAS	Always	Sometimes	Never
F. CONDUCTING NURSING PROCEDURES (CONTINUED)			
115. Take Blood Pressure	9	0	0
116. Take Pulse and Respiration	10	0	0
117. Take Temperature	10	0	0
118. Time Contractions	6	1	2
119. Rotate Patients Using Turning Frames	0	0	5
G. COLLECTING AND CARING FOR SPECIMENS			
120. Collect Gastric Specimens	3	6	1
121. Collect Stool Specimen	7	3	0
122. Collect Routine Urine Specimens	8	2	0
123. Collect "Clean Catch" Urine Specimens	8	2	0
124. Collect Nose or Throat Specimens for Culture	5	5	0
125. Test Urine for Sugar and Acetone	8	2	0
H. CARING FOR THE NEWBORN INFANT			
126. Bathe Infant	5	3	2
127. Irrigate Eyes with Silver Nitrate	4	1	6
128. Care for Female Genitalia	6	1	3
129. Care for Umbilical Cord	6	1	3
130. Carry Infant	6	1	3
131. Collect Urine Specimen	5	2	3
132. Dress Circumcision	6	1	3
133. Dress Infant	6	1	3
134. Feed Infant	5	2	3
135. Identify Newborn Using Bracelet, Imprints, Etc.	6	1	3
136. Suction Infant's Respiratory Passage	4	2	3
137. Weigh and Measure Infant	6	1	3
I. PERFORMING ISOLATION TECHNIQUES			
138. Collect Specimens From Isolated Patient	4	6	0
139. Perform Terminal Disinfection	2	2	5
140. Put on and Remove Sterile Gown	7	2	0
141. Put on and Remove Mask	8	2	0
142. Serve or Remove Food Tray	7	3	0
143. Set up Isolation Unit	7	3	0

TASKS BY DUTY AREAS

J. USING ORAL AND WRITTEN COMMUNICATIONS	Always	Sometimes	Never
144. Complete Release Forms	4	3	2
145. Orient Patient to Hospital Rules	7	2	0
146. Prepare Incident Report	5	5	0
147. Prepare Requisitions for Equipment or Supplies	7	3	0
148. Report Height and Weight	8	2	0
149. Record Intake/Output	9	1	0
150. Record History by Patient Interview	6	2	2
151. Record Nursing Care	10	0	0
152. Record Temperature, Pulse, Respiration (TPR) and Blood Pressure	9	1	0
153. Transcribe Physician's Orders	4	2	4

I. TERMS DEFINED BY THE PROFESSIONAL ADVISORY COMMITTEE

1. Competency(ies): The ability (including knowledge, skills and/or attitudes) to perform a specific Task or Duty successfully. (V-TECS)

2. Criterion-Referenced Testing: Comparison of an individual's performance with a preset standard related to a specific objective. (V-TECS)

3. Curriculum: A set of objectives, content, and instructional activities arranged in the best sequence for learning: instructional materials for use by the learner, structured according to an efficient learning sequence. (V-TECS)

4. Enabling Performance Objective (E.P.O.): A performance objective which the student must accomplish before he/she reaches a particular terminal objective.

5. Learning Activity: An exercise performed by a learner that will result in a change in behavior or reinforcement of skills or knowledge previously attained.

6. Performance Objective: A statement in precise terms of a particular, measurable behavior to be exhibited by a learner. It contains, in addition to the behavior, the condition under which the behavior will be assessed and the degree of acceptable performance.

7. Practical Nursing: The Licensed Practical/Vocational Nurse is a vocational worker who functions under the supervision of the physician and/or professional nurse while practicing the art of nursing. The course of study prepares the LP/VN to exercise sound nursing judgement based on preparation, knowledge, skills, understandings and past experiences in nursing situations. The LP/VN is unique in that specifically defined competencies are designed to permit him/her to provide a large share of direct patient care and comfort in health care settings. Licensed practical nurses are the second largest group of health care providers in the U.S. The LP/VN has the legal authority to practice nursing after successful completion of the licensure examination. The LP/VN functions within the definition and framework of the role specified by the nurse practice acts of the states where he/she is employed.

8. Terminal Objective (or a Terminal Performance Objective): A performance objective stating the knowledge, attitudes, or skills a competent worker must possess.

OLD DOMINION UNIVERSITY

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M E M O R A N D U M:

TO: Regional Chairpersons

FROM: Mildred A. Mason, Project Director
Old Dominion University
Norfolk, VA 23508
804-489-6581

SUBJECT: Subject Areas to be Developed by Regions

DATE: December 15, 1978

Review proposed subject areas to be developed by your region in regards to:

1. Relevance
2. Deletions
3. Additions
4. Resources
5. References
6. Teaching Aids
7. Criterion-Referenced Measures
8. Addition or Other

Thanks,
Mildred

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ALTERNATIVE I

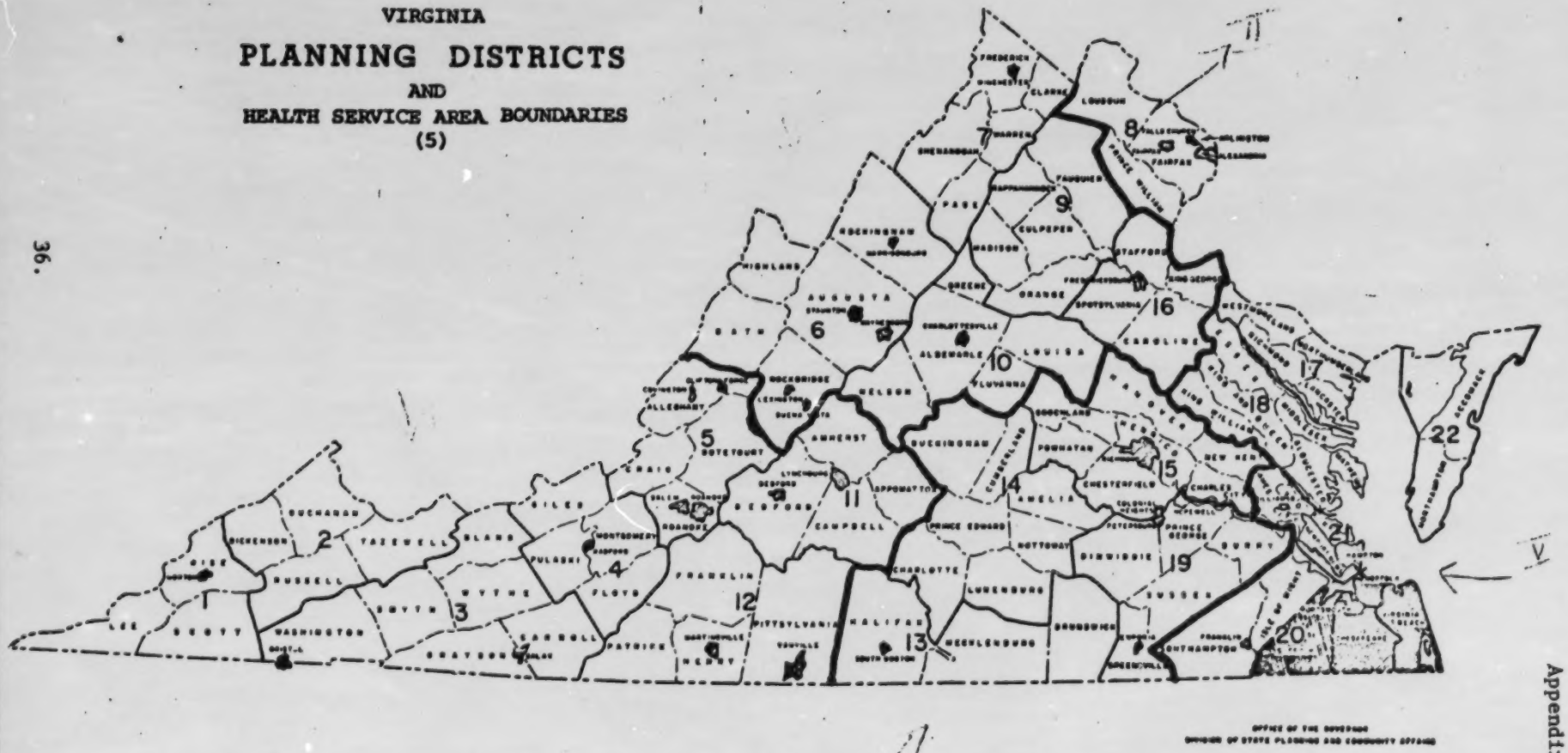
VIRGINIA

PLANNING DISTRICTS

AND

HEALTH SERVICE AREA BOUNDARIES

(5)



5. SUBJECT AREAS TO BE DEVELOPED

(By Regions)

HSA AREA	LEADER REPRESENTING STATE PROFESSIONAL ADVISORY COMMITTEE	SUBJECT AREAS
I.	Nancy Mosca 322 Westminster Rd. Charlottesville, VA 22901 Phone 804-293-0424 (w) Charlottesville/Valley Area	Obstetric Nursing Pediatric Nursing
II.	Frances Moore 8528 Pepperdine Drive Vienna, VA 22108 Phone 703-698-1110 Northern Virginia	Nursing Skills Personal and Vocational Relationships
III.	Dolores Mulkey 715 East 2nd Street Richlands, VA 24641 Phone 703-963-9014 Southwest Sandra Palmer P.O. Box 42 Richlands, VA 24641 Phone 703-963-6744 Southwest	Geriatric Nursing Psychiatric Nursing
IV.	Woody Hanes P.O. Box 95 Dillwyn, VA 23936 Phone 804-295-9619 Central	Drug Therapy Structure and Function
V.	Katherine Decker 2912 N. Radcliffe Lane Chesapeake, VA 23321 Phone 804-393-8793	Medical/Surgery Nutrition

HSA EXECUTIVE DIRECTORS

HSA I

Thomas R. Bernier, Exec. Director
Northwestern Virginia Health Systems Agency
2015 Ivy Road, Suite 314
Charlottesville, Virginia 22903

Phone: 804/977-6010 or 6012

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Mr. Frank Mays, Exec. Director
Southwest Virginia Health Systems Agency
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Blacksburg, Virginia 24060

Phone: 703/951-0170

HSA IV

Mr. Fred Overstreet, Exec. Director
Central Virginia Health Systems Agency
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Richmond, Virginia 23230

Phone: 804/355-5723

HSA V

Mr. Paul Boynton, Exec. Director
Eastern Virginia Health Systems Agency
11 Koger Exec. Center - Suite 203
Norfolk, Virginia 23502

Phone: 804/461-1236

HSA VI

Mr. Ray B. Orren, Exec. Director
ARCHA Health Systems Agency
P.O. Box 3520 CRS
Johnson City, Tennessee 37601

Phone: 615/929-0193

OLD DOMINION UNIVERSITY

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M E M O R A N D U M:

TO: Regional Chairpersons

FROM: The Professional Advisory Committee by Mildred Mason
Mildred A. Mason, Project Director
Old Dominion University
Norfolk, VA 23508
804-489-6581

SUBJECT: Procedure for Conducting Surveys

DATE: December 15, 1978

4d. SURVEY OF L.P.N.s: Please contact two employed L.P.N.s who have completed the program within the past two years and obtain their response to the attached survey of duties.

4e. SURVEY OF EMPLOYERS: Please contact four employers: two from items one, two and three; and two from items four through thirteen, and obtain their responses to the attached survey of duties.

Listed below are employers of L.P.N.s from whom we would like input.

1. Acute Care Facility - Below 200 Beds
2. Acute Care Facility - Above 200 Beds
3. Nursing Homes
4. Public School Systems
5. Psychiatric Facilities
6. Clinics
7. Health Departments
8. Physicians Offices
9. Employment Agencies
10. Veteran Hospitals
11. Rehabilitation Centers
12. Industrial Nurses
13. Other

4f. SURVEY OF EDUCATORS: Please contact one educator from each practical nursing school in your region and obtain their response to the attached survey of duties.

4g. SURVEY OF L.P.N. MEMBERS OF VLPNA: Please contact one currently employed L.P.N. member of each VLPNA Area in your region and obtain their response to the attached survey of duties.

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INTERIM REPORT OF CURRICULUM REVISION PROJECT
TO
PRACTICAL NURSING EDUCATORS

August 1979

INTRODUCTION

The overall goal of revising the current "Instructional Guide for Practical Nursing in Virginia's Public Schools, 1972" and developing a Competency Based Curriculum Guide for Practical Nursing Education in Virginia was undertaken by a group of volunteer practical nursing educators. The volunteers were then appointed to the Advisory Committee by the State Supervisor of Health Occupations. All members of the Advisory Committee were invited to serve on the Curriculum Revision Committee. This committee was also composed of volunteer practical nursing educators to whom we are indebted for their outstanding contributions, efforts, and sacrifices to make this working copy available. They spent two weeks in June at Old Dominion University in concentrated work sessions and prior to that a weekend during the fall. They are:

Mrs. Sandra Colby
Mrs. Dee Eitel
Mrs. Pat Lewallen
Mrs. Frances Moore
Mrs. Marianne Morgan
Mrs. Nancy Mosca
Mrs. Dolores Mulkey
Ms. Sandra Palmer
Mrs. Sharon Reaves

Mrs. Melanie Smith, Practicing registered nurse (Professional consultant)

Performance objectives from the V-TECS Catalog for Practical Nursing were screened by a sample of L.P.N.'s, employers, and practical nursing educators. The tasks included in performance objectives were used in a questionnaire for each of the groups named. Practical nursing educators in each of the H.S.A.'s administered the questionnaires. Results of the surveys were used in making decisions during the writing session in June. Other suggestions were solicited from practical nursing educators throughout the state.

Curriculum guides from schools approved by the National League for Nursing, programs in other states, requirements of the State Department of Education, and State Board of Nursing regulations were used as guidelines. Valuable information was obtained from the Mid-America Vocational Curriculum Consortium.

The performance objective/s for each unit represent/s a large, general area of learning. Because of its scope, each unit performance objective includes a general condition such as "Provided a patient unit," and a general statement of performance. An example of a general standard of performance is "According to standard references," or "According to standards of the agency involved."

In reference to "Student Behaviors," the Curriculum Revision Committee decided to include only one portion of a performance objective when suggesting specific learning outcomes.

The usual three parts of a performance objective are condition, behavior, and standard. The committee decided that each practical nursing faculty probably would have a slightly different condition for specific student performance. Also, each faculty should decide on standards acceptable to them. Thus, the student behaviors were listed as such in the units. When a behavior was part of a performance objective from the V-TECS catalog, that behavior has the following information--(V-TECS, P.O. 52). In this case, the practical nursing educator can refer to the V-TECS catalog, locate performance objective 52, and see the condition and standard suggested for those behaviors. The performance objectives included in V-TECS represent a portion of this suggested revision.

CHARACTERISTICS OF COMPETENCY BASED EDUCATION

The characteristics of competency based vocational education selected by the Revisions Committee to serve as a guide for revision were:

1. Knowledge of objectives
2. Time is variable within certain limits
3. Emphasis on learner
4. Immediate feedback
5. Competencies from occupational role
6. Stresses doing
7. Evaluation consistent with objectives
8. Minimal and/or maximum competencies
9. Learner knows how he/she will be evaluated

1. Knowledge of Objectives

Students should have knowledge of the objectives prior to learning as well as during the learning process. In other words, the student should know where he/she is going and what is expected.

2. Time is Variable

The time needed to accomplish certain objectives will vary among students. Variable time within certain limits, such as the total length of the program, resources, and teacher time is important in competency based education. No time has been recommended for each of the broad areas. The Revisions Committee believes that each faculty knows its resources and limitations best. For this reason, the individual faculty can best indicate minimum and maximum time limits.

3. Emphasis on Learner

The Revisions Committee has tried to emphasize the learner in this proposed revision. For example, the Performance Objectives are student centered, Student Behaviors indicate what is expected of students, and Learning Activities focus on the student.

4. Immediate Feedback

An important principle of competency based education is immediate feedback from students. Although the student frequently cannot practice a procedure or perform certain nursing care immediately after learning about it, the student can be given the opportunity to have immediate response from the instructor regarding practice demonstration of a procedure, performance on a test, etc.

5. Competencies from Occupational Role

Competencies from the occupational role of the L.P.N. in Virginia were used as the basis for this suggested revision. Competencies were validated before being published in V-TECS and then validated by L.P.N.'s, employers, and practical nursing educators in Virginia.

6. Stresses Doing

Competency based education stresses doing by the student. Performances of the practical nursing student have been emphasized. To be effective, each faculty will need to provide ample opportunities for students to put new learning into practice.

7. Evaluation Consistent with Objectives

Evaluation in CBVE should be consistent with objectives. Each faculty will need to determine, prior to teaching, how the student will be evaluated. Of course, the student should know this prior to learning also.

8. Minimal and/or Maximum Competencies

Minimal competencies have been included in this suggested curriculum guide. The faculty of each practical nursing program will of course add other competencies.

9. Learner Know Method of Evaluation

As mentioned earlier, the learner should know how he/she will be evaluated. Criterion-referenced testing is another major area of curriculum development which needs major emphasis.

SAMPLE WORKING COPY

A sample working copy of Mental Health and Psychiatric Nursing has been provided each practical nursing educator. We hope that the color coding will make the outline easy to use. If you have recommendations regarding the format, please share these suggestions with the Revision Committtee, also.

WHEN AVAILABLE FOR USE

After receiving comments, suggestions, and questions from practical nursing educators, the Revisions Committee will meet again to consider this information for appropriate action. Typed copies will then be provided the Health Occupations Services of the State Department of Education and the Virginia State Board of Nursing for permission to obtain three representative schools to field test the revised curriculum. Please decide today what area or subject you would like to try. Write the name of your school, your name, and subject area of choice on a slip of paper and give it to Mrs. Sandra Colby. The revised, typed, approved copies will then be mailed to you for use after January 1, 1980. We suggest that you select only one subject area for the first trial period. However, you may elect to do more in your school.

YOUR SUGGESTIONS, QUESTIONS, COMMENTS, AND SUGGESTED REFERENCES

Now that the working copy is available for each school of practical nursing, please provide the Revision Committee with your suggestions, questions, and comments on the forms provided. Since we plan to meet in the early fall to consider your recommendations, please return these before August 17th to:

Dr. Mildred Mason, Program Area Leader
Health Occupations Education
Darden School of Education
Old Dominion University
Norfolk, VA 23508

Thanks for your suggestions!

WHAT IS NEEDED FROM YOU?

1. Your specific comments, questions, and recommendations regarding the proposed revision by August 17, 1979. (Please use forms provided.)
2. Your specific suggestions regarding resource material and references by August 17, 1979. (Please use forms provided.)

FUTURE STEPS

1. Use of modules is one way of implementing competency based vocational education. A project for the near future could be to individualize by the development of specific modules.
2. Another major area of development is criterion referenced testing. In this case, methods of evaluation relating directly to the prestated criterion in a performance objective are used. The student's progress is measured against a pre-specified criterion or standard instead of against other students.

Our State Supervisor will be interested in knowing of your interest in these and/or other areas. Please tell her.

OLD DOMINION UNIVERSITY

department of **Vocational and Industrial Arts Education**
(804) 489-6461 • Norfolk, VA 23508

M E M O R A N D U M

TO: Practical Nursing Educators in Virginia

FROM: Mildred A. Mason, Program Area Leader
Trade & Industrial Education and
Health Occupations

DATE: August 3, 1979

SUBJECT: Interim Report of Curriculum Revision Committee

A working copy of the Suggested Minimum Curriculum Guide for Practical Nursing in Virginia will be presented for your suggestions on Friday, August 3, 1979. As you know, practical nursing educators in Virginia in collaboration with other professionals have revised their own curriculum guide for use in the state since 1947. A working copy of that edition is ready for your consideration during this conference.

A sample outline is being provided each practical nursing educator and a complete set of working copies will be available for each school of practical nursing on Friday. Forms will be provided for each of you to give suggestions, pose questions for us to consider at our next meeting, and to make comments. You are requested to return these to me by August 17th. This will provide time for us to compile your responses before our last committee meeting. Forms are provided for each practical nursing educator to suggest references and resource materials. These, too, should be returned to me by August 17, 1979.

I will be attending the Trade and Industrial Education conference this year, but plan to be with you as soon as possible on Friday.

Do have a nice conference!

Thanks again!

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Appendix I

SUGGESTIONS REGARDING CURRICULUM

Name of Practical Nursing Program _____

_____

Subject Area _____

Overall Comments: _____

_____

_____

_____

_____

SPECIFIC SUGGESTIONS/QUESTIONS*

Example: Page Number In Outline MH/PN 5
Add nursing care under F. Alcoholism

1. Page Number In Outline _____
2. Page Number In Outline _____
3. Page Number In Outline _____
4. Page Number In Outline _____
5. Page Number In Outline _____
6. Page Number In Outline _____
7. Page Number In Outline _____
8. Page Number In Outline _____
9. Page Number In Outline _____
10. Page Number In Outline _____
11. Page Number In Outline _____
12. Page Number In Outline _____

_____
Signature

*Please use same format on additional sheets if you need more space.

SUGGESTED REFERENCE/RESOURCE MATERIAL

Authors _____, _____
Last Name First Name

_____, _____
Last Name First Name

_____
Full Name of Book

_____, _____
Edition Publishing Company
(No more than 4 years old unless
special reference)

_____, _____
City State

Recommended for _____
Subject Area

Recommended by _____

SUGGESTED REFERENCE/RESOURCE MATERIAL

Authors _____, _____
Last Name First Name

_____, _____
Last Name First Name

_____
Full Name of Book

_____, _____
Edition Publishing Company
(No more than 4 years old unless
special reference)

_____, _____
City State

Recommended for _____
Subject Area

Recommended by _____

Appendix K

TERMINAL CURRICULUM WRITING, REVISING, AND EDITING CONFERENCE

Holiday Inn

Waynesboro, Virginia

October 12-14, 1979

Project Number: VDE 79-1142-305
(133-78-7)

Project Director: Mildred A. Mason

Schedule of Events

Friday, October 12, 1979

3:00-3:30 Overview of Final Writing Session
Mildred Mason

3:30-5:00 General Reports - Mildred Mason
Virginia Department of Education
Virginia Licensed Practical Nurse Association
Others

7:00-10:00 Reports from Chairpersons:
Personal and Vocational Relationships - Frances Moore
Structure and Function - Pat Lewallen
Nutrition - Dee Eitel
Nursing Skills - Dolores Mulkey
Medical-Surgical Nursing - Sandra Colby and Sharon Reaves
Drug Therapy - Pat Lewallen
Maternity Nursing - Nancy Mosca
Pediatric Nursing - Marianne Morgan
Mental Health and Psychiatric Nursing - Dee Eitel
Geriatric Nursing - Sandra Palmer

Saturday, October 13, 1979

9:00-12:00 Revising, Writing, and Editing
All participants

1:30-5:30 Revising, Writing, and Editing
All participants

7:00-9:00 Add and/or Revise References, Learning Activities, and Evaluation
All participants

Sunday, October 14, 1979

9:00-11:00 Reports from Chairpersons for group approval

11:00 Final Business

COMPETENCY-BASED CURRICULUM GUIDE FOR PRACTICAL NURSING EDUCATION IN VIRGINIA

Division of Program Services
Vocational Education
Department of Education
Commonwealth of Virginia
Richmond, VA 23216
January 1980

-49-277 56

COMPETENCY BASED CURRICULUM GUIDE FOR PRACTICAL NURSING EDUCATION IN VIRGINIA

1980

Old Dominion University Research Foundation
Virginia Department of Education
Grant #VDE 79-1142-305 (133-78-7)
Project Director - Mildred A. Mason, R.N., Ed.D.

TABLE OF CONTENTS

		Page
Introduction		i
Acknowledgements		iii
Philosophy		iv
Suggested Master Curriculum		v
Personal and Vocational Relationships	P/VR	1-P/VR 23
Structure and Function	SF	1-SF 30
Nutrition	N	1-N 13
Nursing Skills	NS	1-NS 23
Medical-Surgical Nursing	MSN	1-MSN 39
Drug Therapy	DT	1-DT 24
Maternity Nursing	MN	1-MN 19
Pediatric Nursing	PN	1-PN 17
Mental Health and Psychiatric Nursing	MH/PN	1-MH/PN 11
Geratric Nursing	GN	1-GN 23

INTRODUCTION

This revision of the curriculum guide was developed to reflect the current trend toward competency based education in the practice of practical nursing and practical nursing education. The characteristics of competency based education utilized in this revision were:

1. Knowledge of Objectives - Students should have knowledge of objectives prior to learning as well as during the learning process. In other words, the student should know where he/she is going and what is expected.
2. Time is Variable - The time needed to accomplish certain objectives will vary among students. Variable time within certain limits, such as the total length of the program, resources, and teacher time is important to competency based education. No time has been recommended for each of the broad areas. The revision committee believed that each faculty knows its resources and limitations best. For this reason, the individual faculty can best indicate minimum and maximum time limits.
3. Emphasis on Learner - The revision committee tried to emphasize the learner in this revision. For example, Performance Objectives are student centered, Student Behaviors indicate what is expected of students, and Learning Activities focus on the student.
4. Immediate Feedback - An important principle of competency based education is immediate feedback. Although the student frequently cannot practice a procedure or perform certain nursing care immediately after learning about it, the student can be given the opportunity to have immediate response from the instructor regarding such factors as practice demonstration of a procedure and performance on a test.
5. Competencies from Occupational Role - Competencies from the occupational role of the L.P.N. in Virginia were used as the basis for this suggested revision. Competencies were validated prior to being published in V-TECS and then verified by L.P.N.'s, employers, and practical nursing educators in Virginia.
6. Stresses Doing - Competency based education stresses doing by the student. Performance of the practical nursing student has been emphasized. To be effective, each faculty will need to provide ample opportunities for students to put new learning into practice.

7. Evaluation Consistent with Objectives - Evaluation in competency based education should be consistent with objectives. Each faculty will need to determine, prior to teaching, how the student will be evaluated. Of course, the student should know this prior to learning.
8. Minimum and/or Maximum Competencies - Minimum competencies were included in this curriculum guide. The faculty of each practical nursing program may easily add other relevant competencies.
9. Learner Should Know Method of Evaluation - As mentioned earlier, the learner should know how he/she will be evaluated. Criterion-referenced tests appropriate for evaluation in relation to each objective should be developed by individual faculty.

ACKNOWLEDGEMENTS

Since the original instructional guide for practical nursing program in Virginia was prepared in 1947, three revised editions have been released - in 1957, 1961, and 1972. This current document represents the fourth revision of the original guide.

Special recognition is extended publicly to the practical nursing educators who voluntarily participated in writing, revising, and editing this guide. Those persons who gave so generously of their time and expertise were:

Mrs. Sandra Colby, R.N., Portsmouth School of Practical Nursing
Mrs. Dee Eitel, R.N., Southampton Memorial Hospital School of Practical Nursing
Mrs. Pat Lewallen, R.N., Riverside Hospital School of Practical Nursing
Mrs. Frances Moore, R.N., Fairfax County School of Practical Nursing
Mrs. Marianne Morgan, R.N., Charlottesville/Albermarle and Martha Jefferson Hospital School of Practical Nursing
Mrs. Nancy Mosca, R.N., Charlottesville/Albermarle and Martha Jefferson Hospital School of Practical Nursing
Mrs. Dolores Mulkey, R.N., Tazewell County Vocational Center and Clinch Valley Community Hospital School of Practical Nursing
Ms. Sandra Palmer, R.N., Tazewell County Vocational Center and Clinch Valley Community Hospital School of Practical Nursing

Sincere appreciation is expressed to the numerous licensed practical nurses, employers, practical nursing educators, registered nurses, and vocational educators who provided infotmation regarding the current functions of L.P.N.'s in Virginia. Selected consultants who made significant contributions to this revision were:

Dr. Foster B. Miles, Jr., Supervisor, Vocational Curriculum Department, Virginia Department of Education
Ms. Grace Ricks, R.N., Consultant, Virginia State Board of Nursing
Mrs. Melanie Smith, R.N.
Ms. Carol Stickney, Supervisor, Health Occupations Education, Virginia Department of Education

Mildred A. Mason
Project Director
1980

PHILOSOPHY

Practical nursing educators believe that education is a continuous process of learning which results in changes in behavior.

Vocational education is an integral part of the total educational program that embraces those experiences which an individual needs to prepare for a useful occupation.

Practical nursing educators believe that nursing is an art and a science which administers assistance to humanity of all ages through its preventive, rehabilitative, and personal resources.

Practical nursing is an integral component of all nursing. It is the vocation in which the individual functions as an essential member of the health team under the supervision of the physician and/or professional nurse. The L.P.N. assists in assessing, planning, implementing, and evaluating nursing care and patient education.

Practical nursing educators believe that practical nurse education is a planned program of competency based instruction in which the student is prepared for the beginning role in practical nursing.

Practical nursing educators accept the responsibility for teaching, supervising, and evaluating students in personal and vocational development. Due to the changing needs of society, practical nursing educators recognize the need for continuous evaluation and make recommendations for revisions of the curriculum.

Revision Committee

1980

SUGGESTED MASTER CURRICULUM

for

12/18 Month Practical Nursing Program

Personal and Vocational Relationships
Structure and Function
Nutrition
Nursing Skills
Medical-Surgical Nursing
Drug Therapy*
Maternity Nursing**
Pediatric Nursing**
Mental Health and Psychiatric Nursing
Geriatric Nursing**

*Drug Therapy includes Introduction to Pharmacology, Calculation of Dosage and Administration of Medications

**Maternity, Pediatric, and Geriatric Nursing integrate Normal Life Span

COURSE TITLE: Personal and Vocational Relationships*

DESCRIPTION OF COURSE: Personal and Vocational Relationships is designed to introduce the beginning student to the practical nursing program and to nursing as a career. Information is provided on the expectations and relationships encountered in nursing practice. Legal and ethical aspects, licensure, employment, and current trends in health care are included.

TERMINAL OBJECTIVE: Given the necessary information and instruction, the student will demonstrate understanding by meeting the requirements of the practical nursing program as determined by school policy. Upon passing the State Board Examination, the graduate will be licensed as a practical nurse and function within this role as it is defined by the Nurse Practice Act and the employing agency.

TABLE OF CONTENTS:

Course Title
Description of Course
Terminal Objective
References
Suggested Learning Activities
Course Content
  Unit I - Orientation
  Unit II - Historical Aspects
  Unit III - Personal Considerations
  Unit IV - Health Care Services
  Unit V - Nurse/Patient Relationships
  Unit VI - Legal and Ethical Aspects
  Unit VII - Licensure
  Unit VIII - Professional Organizations and Publications
  Unit IX - Employment-Education
  Unit X - Health Care Trends

* Chairperson - Frances Moore

REFERENCES:

1. Becker, Betty G., and Dolores T. Fendler. Vocational and Personal Adjustments in Practical Nursing. 3rd ed. St. Louis: C.V. Mosby, 1978.

2. Juneau, Patricia S. Dimensions of Practical/Vocational Nursing. New York: Macmillan, 1979.

3. Lewis, LuVerne. Fundamental Skills in Patient Care. Philadelphia: J.B. Lippincott, 1980.

4. Miller, Benjamin F., and Claire B. Keane, Encyclopedia and Dictionary of Medicine, Nursing and Allied Health. Philadelphia: W.B. Saunders, 1972

5. Nightengale, Florence. Notes on Nursing. Philadelphia: J.B. Lippincott, 1859.

SUGGESTED LEARNING ACTIVITIES:

1. Participate in discussion (panel/group)
2. View films
   a. "Best of Care", Merrell National Laboratories, Division of Richardson-Merrell, Inc., Film Library, 1269 Gest Street, Cincinnati, Ohio, 42503
   b. "But, Doctor, You Said ...", Metropolitan Life Insurance, One Madison Avenue, New York, N.Y., 10010
   c. "Mrs. Reynolds Needs a Nurse", Department of Mental Hygiene and Mental Retardation, 109 Governor Street, Richmond, VA, 23219
3. View filmstrips
   a. Trainex Corp., P.O. Box 116, Garden Grove, Ca., 92642
   b. Concept Media, 1500 Adams Ave., Costa Mesa, Ca., 92626
4. View transparencies
5. Listen to guest speakers
6. Listen to lecture
7. Play games
8. Role play
9. Tour hospital
10. Take tests
11. Take field trips
12. Give student reports
13. Participate in circle response
14. Attend social hour
15. Receive handouts
16. Read newspaper articles
17. View displays
18. Review course objectives
19. Study vocabulary lists
20. Develop resume
21. Write letters of application and resignation
22. Practice charting
23. Practice interviewing
24. Cognitive mapping
25. Evaluate self/instructor

UNIT I: Orientation

PERFORMANCE OBJECTIVE/S:

1. Provided with introductory information, become oriented to the student role and acquainted with people significant to the practical nursing program.
2. Given a problem situation, apply the problem solving process and arrive at a prestated solution.
3. Given a list of studying practices, identify those which will have a positive effect on studying.

STUDENT BEHAVIORS:

1.1 Develop positive relationships with faculty, other students, hospital, and school personnel.
1.2 Adhere to program policies.
1.3 Develop more effective study habits.
1.4 Match terms associated with personal vocational relationships to the correct definitions.
1.5 Apply the problem solving process to an assigned problem.
1.6 Discuss the methods used by the instructor to evaluate the student's progress in the program.

UNIT I: Orientation

CONTENT:

A. Introduction
   1. Faculty
   2. Students
   3. School and Hospital Personnel
B. School Policies
   1. Student handbook
   2. Rules and regulations
   3. Fees
C. Distribute Supplies and Education Materials
   1. Textbooks
   2. Lockers
D. Terms and definitions
E. Study habits
   1. Assignments
   2. Note taking
   3. Time and place
   4. Library
   5. Others
F. Problem solving
   1. Define problem
   2. Gather facts
   3. Analyze the problem
   4. Take needed action
   5. Evaluate
G. Evaluation
   1. Types of evaluation
   2. Purpose of evaluation
   3. Preparation for evaluation
   4. Methods of evaluation

UNIT II: Historical Aspects

PERFORMANCE OBJECTIVE/S: Given a list of the historical time periods from ancient civilizations to the present, relate a medical or nursing event to each period in agreement with reference material.

STUDENT BEHAVIORS:

2.1 Describe the evolution of health care from ancient times to the present.
2.2 Match major advancements in health care from ancient times to the present with the person responsible for the contribution.
2.3 Discuss the origins of the nurse's uniform and cap.

UNIT II: Historical Aspects

CONTENT:

A. Pre-Christian civilizations
    1. Ancient
    2. Egyptian
    3. Hebrew
    4. Greek
    5. Roman
B. Christian Era
C. Dark Ages (400-1000)
D. Middle Ages (1000-1450)
E. Renaissance (1450-1650)
F. Reformation (1650-1800)
G. Industrial Revolution
H. Modern Nursing
    1. Florence Nightingale
    2. Medical discoveries
    3. First nursing schools
    4. Nursing in United States - 1890 to present
I. Practical nursing
    1. Development
    2. First schools
    3. Practical nursing education at present
    4. Practical nursing service at present
J. Nurse's uniform and cap

UNIT III: Personal Considerations

PERFORMANCE OBJECTIVE/S:

1. Given information on the program's policies, rules and regulations, adhere to the dress code and display professional conduct.
2. Given a list of health habits, practice those habits that enhance physical and mental health.

STUDENT BEHAVIORS:

3.1 Match terms associated with the personal considerations unit to the correct definition.
3.2 Describe the relationship of heredity, habits, and environment to health.
3.3 Develop a list of factors important to maintaining good health.
3.4 Discuss factors influencing mental health.
3.5 Wear student uniform as required by dress regulations.
3.6 Exhibit professional conduct when in uniform.

UNIT III: Personal Considerations

CONTENT:

A. Terms and definitions
B. Factors influencing health
    1. Heredity
    2. Environment
    3. Personal habits
    4. Medical attention
    5. Other
C. Physical Health
    1. Diet
    2. Sleep, Rest, Recreation
    3. Elimination
    4. Physical examination
    5. Personal hygiene and appearance
        a. Bathing
        b. Nail and hand care
        c. Hair care and style
        d. Skin care
        e. Foot care
        f. Oral and dental care
        g. Posture
        h. Eye and ear care
        i. Program dress code
D. Mental Health
    1. Personality
    2. Habits
    3. Tension
    4. Cultural influences
    5. Ethnic influences
    6. Attitudes
    7. Self-discipline
E. Personal behavior
    1. Professional conduct
    2. Etiquette
    3. Attendance/Punctuality
    4. Personal traits
        a. Honest
        b. Dependable
        c. Cooperative
        d. Dedicated
        e. Patient
        f. Other

UNIT IV: Health Care Services

PERFORMANCE OBJECTIVE/S: Without the use of reference material, discuss the available community health care services and the utilization of personnel on the health team and nursing team in accordance with established community standards and legal requirements.

STUDENT BEHAVIORS:

4.1 Prepare a chart listing major health problems, the type of service needed, and the community agencies that can best meet that need.
4.2 Develop a list of health care providers who are members of the health team.
4.3 Identify members of the nursing team by their basic education and their professional role.
4.4 Discuss the advantages and disadvantages of the various nursing care patterns.

UNIT IV: Health Care Services

CONTENT:

A. Community Health
    1. Agencies
    2. Services
    3. Major health problems
B. Hospitals
    1. Classifications
    2. Services
    3. Cost
    4. Tour
C. Health care personnel
    1. Health team
    2. Nursing team
        a. Levels of preparation
        b. Functions of members
        c. LPN role
        d. Nursing care patterns
            1. Team nursing
            2. Primary care
            3. Total patient care
            4. Functional nursing
            5. Private duty/sitters
            6. Self-care

UNIT V: Nurse/Patient Relationships

PERFORMANCE OBJECTIVE/S: Given a variety of nursing practice situations, develop effective relationships with the patient, the patient's family, and the health team according to nursing care standards and agency policy.

STUDENT BEHAVIORS:

5.1 Define the nursing process.
5.2 Discuss the concept of patient education.
5.3 Describe "The Bill of Rights for Patients".
5.4 Discuss the importance of the nurse/health team relationship.
5.5 Analyze simulated situations for verbal and non-verbal communication.
5.6 Analyze written material for the message.

UNIT V: Nurse/Patient Relationships

CONTENT:

A. Nurse/Patient Relationship
    1. Nursing process
        a. Basic needs
            1. Freud
            2. Maslow
        b. Religious needs
        c. Cultural needs
        d. Tender loving care
        e. Rehabilitation
    2. Patient roles
        a. As an individual
        b. As a family member
        c. As a member of society
    3. Patient education
    4. Patient rights
B. Nurse/family relationships
C. Nurse/health relationships
D. Communication
    1. Definition
    2. Verbal
    3. Non-verbal
    4. Written
    5. Transactional analysis
    6. Self-assertion
    7. Body language
    8. Others

UNIT VI: Legal and Ethical Aspects

PERFORMANCE OBJECTIVE/S: Given a series of situations, identify those with a legal or ethical dilemma and develop a solution to the problem in accordance with predetermined legal and ethical standards.

STUDENT BEHAVIORS:

6.1 Relate examples of torts to patient situations.
6.2 Discuss the legal responsibilities of the LPN in specific situations such as: defamation; the right to privacy; assault and battery; freedom of information; child abuse; obtaining patient's consent; false imprisonment; and the right to life.
6.3 Identify the legal responsibilities and the legal liabilities of the LPN after viewing simulated nursing practice situations.
6.4 Match terms associated with the legal and ethical responsibilities of the LPN to the definitions provided.
6.5 Compare malpractice and negligence by definition and give examples of each.

UNIT VI: Legal and Ethical Aspects

CONTENT:

A. Law
   1. Definition
   2. Statutory
   3. Common
   4. Criminal
   5. Civil
B. Crime
   1. Definition
   2. Felony
   3. Misdemeanors
   4. Examples
C. Will
   1. Definition
   2. Nurse's responsibility
D. Contract
   1. Definition
   2. Legality
   3. Breach of contract
E. Tort
   1. Definition
   2. Good samaritan
   3. Assault and battery
   4. False imprisonment
   5. Invasion of privacy
   6. Defamation
   7. Examples
F. Nursing liability
   1. Malpractice
   2. Negligence
   3. Liability insurance
   4. Legal implications
   5. Legal responsibilities
   6. Child abuse
   7. Right to life
G. Ethics
   1. Definition
   2. NFLPN code of ethics
   3. Unethical conduct

UNIT VII: Licensure

PERFORMANCE OBJECTIVE/S: Given a list of facts, indicate those facts in agreement with the Nurse Practice Act of Virginia and the rules and regulations of the Virginia State Board of Nursing.

STUDENT BEHAVIORS:

7.1 Discuss the Nurse Practice Act of Virginia
7.2 Discuss the licensure of nurses.
7.3 Discuss the legal function, rules and regulations of the Virginia State Board of Nursing.
7.4 Name the two types of nursing licenses.
7.5 List the qualifications of the LPN as stated in the Nurse Practice Act.
7.6 Discuss the importance of license renewal.
7.7 Differentiate licensure by examination and licensure by endorsement.

UNIT VII: Licensure

CONTENT:

A. Nurse Practice Act of Virginia
   1. Purpose
   2. Enforcement
   3. Violations
B. State Board of Nursing
   1. Purpose
   2. Membership
   3. Rules and regulations
   4. State board test pool examination
C. Licensure
   1. Types
   2. Mandatory/permissive
   3. Examination
   4. Endorsement
   5. Revocation and suspension
   6. Renewal

UNIT VIII: Professional Organizations and Publications

PERFORMANCE OBJECTIVE/S:

1. Given a list of nursing organizations, indicate their membership, purpose, and official publication in accordance with the information provided in the organization's brochure.
2. Given literature and guidance pertaining to HOSA, participate in accordance with the Virginia Department of Education guidelines.

STUDENT BEHAVIORS:

8.1 Identify the membership of the nursing organizations.
8.2 Discuss the purposes of the nursing organizations.
8.3 Match publications with the sponsoring organization.
8.4 Discuss the importance of membership in a professional organization.
8.5 State the functions of the LPN as given in the Statement of Functions and Qualifications of the National Federation of Licensed Practical Nurses.
8.6 Participate in HOSA activities.

UNIT VIII: Professional Organizations and Publications

CONTENT:

A. National Federation of Licensed Practical Nurses (NFLPN-VLPNA)
   1. Purpose
   2. Membership
   3. Publication
B. National Association for Practical Nurse Education and Service (NAPNES)
   1. Purpose
   2. Membership
   3. Publication
C. American Nurse's Association (ANA)
   1. Purpose
   2. Membership
   3. Publication
D. National League for Nursing (NLN)
   1. Purpose
   2. Membership
   3. Publication
E. Alumnae Association
   1. Purpose
   2. Membership
   3. Activities
F. Health Occupations Student Association (HOSA)
   1. Purpose
   2. Membership
   3. Activities
G. Other organizations

UNIT IX: Employment-Education

PERFORMANCE OBJECTIVE/S: After investigating local job opportunities for LPNs, role play the application and resignation procedure for the available jobs in accordance with predetermined criteria.

STUDENT BEHAVIORS:

9.1 Discuss the necessity of obtaining a license to be employed as an LPN.
9.2 Analyze a nursing position in respect to its suitability for you.
9.3 Develop your resume.
9.4 Write a letter to apply for a nursing position.
9.5 Fill out a job application.
9.6 Investigate local job opportunities for LPNs.
9.7 Role play job interviews.
9.8 Discuss how to resign from a job.
9.9 Write a letter of resignation.
9.10 Investigate local educational resources available to the LPN.

UNIT IX: Employment-Education

CONTENT:

A. Licensure
B. Fields of Nursing Practice
    1. Employment opportunities
    2. Position evaluation
        a. Job requirements
        b. Benefits
        c. Responsibilities
    3. Self-evaluation
C. Develop resume
D. Job application process
E. Interview
F. Personnel policies
G. Resignations
H. Dismissals
I. Professional growth
    1. Education
    2. Articulation
    3. Other means

UNIT X: Health Care Trends

PERFORMANCE OBJECTIVE/S: Given the necessary information, relate the current trends in health care to the impact they will have on the LPN of the future.

STUDENT BEHAVIORS:

10.1 Describe the necessity for continuing education.
10.2 Discuss the implications of levels of nursing practice.
10.3 Discuss national health care issues.
10.4 Discuss government regulations affecting health care.
10.5 Discuss the focus of patient care services for the future.

UNIT X: Health Care Trends

CONTENT:

A. Continuing Education
    1. Employment value
    2. License renewal
B. Levels of nursing practice
C. National issues
    1. Health maintenance organizations
    2. National health insurance
    3. Credentialing
    4. Wellness model
D. Government regulations
    1. Health systems agency
    2. PSRO
    3. Utilization review
E. Accreditation (JCAH)
F. Health services
    1. Outpatient
    2. Home care
    3. Hospital
    4. Primary nursing
    5. Episodic/distributive nursing practice
    6. Patient education
    7. Continuity of care
    8. Hospice

COURSE TITLE: Structure and Function*

DESCRIPTION OF COURSE: Structure and Function is designed to describe the healthy human body. The sequence of the course begins with cells and proceeds to tissues, organs, and systems. Changes that occur in growth from infancy to old age and a review of the principles of good health practices are included. The knowledge of good health practices as well as the basic knowledge of normal structure and function will enable the student to assist with the assessment, planning, implementation, and evaluation of nursing care and patient teaching. It will provide a basis for the sequential expansion of practical nursing curriculum.

TERMINAL OBJECTIVE: Given selected patients, the student of practical nursing will apply knowledge of normal body structure and function and good health practices to assist with the assessment, planning, implementation, and evaluation of nursing care and patient teaching according to hospital policy and predetermined standards of nursing practice.

TABLE OF CONTENTS:

Course Title
Course Description
Terminal Objective
References
Suggested Learning Activities
Course Content
- Unit I - General Plan of the Body
- Unit II - The Skeletal System
- Unit III - The Muscular System
- Unit IV - The Circulatory System
- Unit V - The Respiratory System
- Unit VI - The Digestive System
- Unit VII - The Urinary System
- Unit VIII - The Integumentary System
- Unit IX - The Endocrine System
- Unit X - The Reproductive System
- Unit XI - The Nervous System
- Unit XII - The Special Senses

* Chairperson - Pat Lewallen

REFERENCES:

1. Dienhart, Charlotte M. Basic Human Anatomy and Physiology. 3rd ed. Philadelphia: W.B. Saunders, 1979.

2. Ferris, Elvira, and Esther Skelley. Body Structures and Functions. Albany, New York: Delmar Publications, 1979.

3. Memmler, Ruth L., and Dena Lin Wood. The Human Body in Health and Disease. Philadelphia: J.B. Lippincott, 1977.

4. Mid-America Vocational Curriculum Consortium. State Department of Vocational and Technical Education Curriculum and Industrial Materials Center, 1515 West Sixth Ave., Stillwater, Oklahoma, July, 1978.

5. Miller, Benjamin F., and Clair B. Keane. Encyclopedia and Dictionary of Medicine, Nursing and Allied Health. Philadelphia: W.B. Saunders, 1972

6. Radcliff, J.D. Your Body and How It works. New York: Readers Digest Press/Delacourt Press, 1975.

7. Strand, Fleur L. Physiology: A Regulatory Systems Approach. New York: Macmillan, 1978.

8. Taber's Cyclopedic Medical Dictionary, ed. Clayton L. Thomas. Philadelphia: F.A. Davis, 1970.

9. Thomas, Virginia. Life Sciences for Nursing and Health Technologies. 3rd ed. Los Angeles: Technicourse, Incorporated, 1977.

SUGGESTED LEARNING ACTIVITIES:

1. Receive handouts
2. Listen to lecture and participate in discussion
3. Listen to taped lectures
4. Complete modules or LAP's
5. Complete worksheets
6. View and manipulate skeleton
7. Disassemble and view torso
8. View models
9. View charts
10. View transparencies
11. View filmstrips
    a. Trainex Corp., Box 116, Garden Grove, Ca., 92642
    b. Concept Media, 1500 Adams Avenue, Costa Mesa, Ca., 92626
    c. Robert J. Brady Co.
12. View films from Virginia Department of Education
    a. "From One Cell"
    b. "Hemo the Magnificent" (Parts 1 and 2)
    c. "Digestion" (Reel 1 and 2)
    d. "The Endocrine Glands"
13. View films from other sources
    a. "The Endocrine Glands", The American Medical Association
    b. "Menstrual Education Aid - The Female Cycle", G.D. Searle and Company
14. View sound or slide presentations
15. Complete tests papers

UNIT I: General Plan of the Body

PERFORMANCE OBJECTIVE/S: Given a list of anatomical terms, relate knowledge of normal body structure and function to assist in the assessment, planning, implementing, and evaluation of nursing care and patient teaching according to pre-established criteria.

STUDENT BEHAVIORS:

1.1 Define terminology used in referring to points of reference in the human body.
1.2 Locate the body cavities on a body torso or a diagram.
1.3 Name an organ located in each body cavity.
1.4 Label the nine regions of the abdominal cavity on a drawing.
1.5 Label the parts of a cell on a drawing.
1.6 Define the function of each part of the cell.
1.7 Describe the four types of tissues found in the body.
1.8 Describe the two major types of membranes and include the sub-divisions of each.
1.9 Differentiate between organ and system.
1.10 List the ten body systems.
1.11 Name an organ located in each body system.

UNIT I: General Plan of the Body

CONTENT:

A. Terms and definitions
B. Overview of the human body
C. Common terms as points of reference
D. Body cavities
E. Regions of the abdomen
F. Organization of the body
    1. The cell
    2. Tissues
    3. Fluids and electrolytes
    4. Organs
    5. Systems
    6. Organism

UNIT II: The Skeletal System

PERFORMANCE OBJECTIVE/S: Given information and selected experiences, relate basic knowledge of the skeletal system to the body as a whole, according to pre-established criteria.

STUDENT BEHAVIORS:

2.1 Match the terms associated with the skeletal system with the correct definitions.
2.2 List the functions of the skeletal system.
2.3 Describe the composition of bone.
2.4 Differentiate between the bone structure of the infant and the elderly.
2.5 List the five types of bones and give an example of each
2.6 Label the parts of a long bone including bone linings.
2.7 Define the terms used to describe bone markings such as openings and depressions.
2.8 Name the two divisions of the skeleton.
2.9 List the names and number the bones in each division of the skeleton.
2.10 Locate the cranial and facial bones on a skeleton.
2.11 Identify the segments of the vertebral column.
2.12 List the number of vertabrae in each segment.
2.13 Locate the bones of the appendicular skeleton on a skeleton.
2.14 Describe the differences in the male and female pelvis.
2.15 Name three classifications of joints according to the amount of movement allowed including an example of each.

2.16 Describe the three types of freely movable joints including an example of each.
2.17 Define the seven types of movement in joints.
2.18 List health practices to maintain the integrity of the skeletal system.

UNIT II: The Skeletal System

CONTENT:

A. Terms and definitions
B. Functions of the system as a whole
C. Bones
    1. Composition of bone
    2. Types of bones
    3. Structure of a long bone
    4. Markings and depressions
D. Divisions of the skeleton
    1. Axial skeleton
    2. Appendicular skeleton
E. Joints
    1. Classification
    2. Types of movement in joints
F. Good health practices

UNIT III: The Muscular System

PERFORMANCE OBJECTIVE/S: Given information and selected experiences, relate basic knowledge of the muscular system to the body as a whole, according to pre-established criteria.

STUDENT BEHAVIORS:

3.1 Match the terms associated with the muscle system with the correct definition.
3.2 List the functions of muscles.
3.3 Define the three parts of a muscle.
3.4 Define epimysium.
3.5 Name the two muscle attachments.
3.6 Discuss the characteristics of muscle tissue.
3.7 Identify the three types of muscle tissue.
3.8 Locate selected skeletal muscles on a diagram.
3.9 List health practices to help maintain the muscular system.

UNIT III: The Muscular System

CONTENT:

A. Terms and definitions
B. Functions of the muscle system
C. Parts of a muscle
    1. Origin
    2. Body
    3. Insertion
D. Muscle covering and attachments
    1. Epimysium
    2. Tendon
    3. Aponeurosis
E. Characteristics of muscle tissue
    1. Contractility
    2. Irritability
    3. Extensibility
    4. Elasticity
    5. Tonus
F. Types of muscle tissue
    1. Skeletal
    2. Smooth
    3. Cardiac
G. Identification of selected skeletal muscles
H. Good Health Practices

UNIT IV: The Circulatory System

PERFORMANCE OBJECTIVE/S: Given information and selected experiences, relate basic knowledge of the circulatory system to the body as a whole, according to pre-established criteria.

STUDENT BEHAVIORS:

4.1 Match terms associated with circulatory system with the correct definition.
4.2 Name functions of the blood and the circulatory system.
4.3 Describe the physical characteristics of blood.
4.4 List components of blood plasma.
4.5 Define serum.
4.6 Describe the origin and function of erythrocytes.
4.7 Describe the origin and functions of leukocytes.
4.8 List two types of leukocytes.
4.9 State the normal range of erythrocytes, leukocytes, and platelets.
4.10 Describe the origin and function of platelets.
4.11 Describe the main steps in the blood clotting process.
4.12 Differentiate between a thrombus and an embolus.
4.13 Relate the four blood groups or types to the importance of blood typing.
4.14 Describe RH factor including the percentage of the population having the RH factor.
4.15 Name the usable fractions of the blood.
4.16 Describe commonly ordered blood studies in relation to nursing actions.
4.17 Identify the structures of the heart.
4.18 Trace the circulation of blood through the heart, naming all the structures.
4.19 Trace the order in which impulses travel in the heart.
4.20 Describe the cardiac cycle, including systole, diastole and the actual heart sounds.
4.21 Describe the structure and function of the blood vessels.
4.22 Trace the systemic circulation through the blood vessels in exact order.
4.23 Identify selected arteries from a diagram.
4.24 Identify selected veins from a diagram.
4.25 Trace the blood through the portal circulation.
4.26 Identify the structures of the fetal circulation not present in the adult and describe their function.
4.27 Describe the structures of the lymphatic system.
4.28 List functions of the lymph system.
4.29 List functions of the spleen.
4.30 List ways to help prevent heart and circulatory ailments.

UNIT IV: The Circulatory System

CONTENT:

A. Terms and definitions
B. The Blood
    1. Functions of blood
    2. Physical characteristics of blood
        a. Plasma
        b. Formed elements
        c. Average volume
        d. pH
    3. Components of plasma
    4. Formed elements
        a. Erythrocytes
        b. Leukocytes
        c. Platelets
    5. Blood clotting mechanism
    6. Blood groups or types
    7. RH factor
    8. Use of blood derivatives
    9. Selected blood studies
C. The Heart
    1. Description and location
    2. Structure
        a. Layers of the heart
        b. Chambers
        c. Valves and openings
        d. Blood supply
        e. Conduction system
    3. Function
        a. Cardiac cycle
            1. Systole
            2. Diastole
        b. Nerve supply and control
        c. Conduction system
        d. Heart sounds
D. The Blood Vessels
    1. Structure and characteristics
        a. Arteries and Arterioles
        b. Capillaries
        c. Veins and Venules
    2. Types of circulation
        a. General or systemic
        b. Pulmonary
        c. Collateral
        d. Portal
        e. Fetal
    3. Selected arteries
    4. Selected veins
    5. Pulse - definition
    6. Blood pressure - definition

E. Lymphatic system
   1. Structures
      a. Lymph - definition and source
      b. Lymphatic vessels
      c. Lymph nodes
      d. Spleen
      e. Tonsils and adenoids
      f. Thymus
   2. Function
F. Good health practices to prevent heart and circulatory ailments.

UNIT V: The Respiratory System

PERFORMANCE OBJECTIVE/S: Given information and selected experiences, relate basic knowledge of the respiratory system to the body as a whole, according to pre-established criteria.

STUDENT BEHAVIORS:

5.1 Match terms associated with the respiratory system with the correct definition.
5.2 List the purposes for breathing.
5.3 Differentiate between external and internal respiration.
5.4 Label the organs of respiration on a diagram.
5.5 Describe the structure and function of each organ.
5.6 Trade the pathway of air from the outside to the alveoli of the lungs.
5.7 Compare intrapulmonic, intrapleural, and intrathoracic air pressures.
5.8 Describe the factors that control breathing.
5.9 Define lung volume.
5.10 List practical aspects of protecting the respiratory system.

UNIT V: The Respiratory System

CONTENT:

A. Terms and definitions
B. Purpose of breathing
C. Kinds of respiration
D. Organs of the respiratory system
    1. Nose
    2. Pharynx
    3. Larynx
    4. Trachea
    5. Bronchi
    6. Lungs
E. Structure of organs
f. Function of organs
G. Breathing
    1. Mechanics
    2. Control
        a. Brain control
        b. Nerve control
        c. Chemical control
        d. Muscle control
    3. Lung volume
H. Good health practices

UNIT VI: The Digestive System

PERFORMANCE OBJECTIVE/S: Given information and selected experiences, relate basic knowledge of the digestive system to the body as a whole, according to pre-established criteria.

STUDENT BEHAVIORS:

6.1 Define terms on vocabulary sheet handout.
6.2 Identify the broad functions of the digestive system.
6.3 Identify organs on a drawing of the digestive tract from the mouth to the anus.
6.4 Locate the three spincter muscles of the digestive tract.
6.5 Describe the structure and function of each of the organs of the digestive tract.
6.6 Name the function of the teeth.
6.7 Locate the parotic, submaxillary, and sublingual glands on a diagram.
6.8 List the functions of the salivary glands.
6.9 Locate the liver, gallbladder, and pancreas on a diagram.
6.10 Describe the structure and functions of the liver.
6.11 Name the function of the gallbladder.
6.12 Describe the structure of the pancreas and its function as both an endocrine and exocrine gland.
6.13 Make a drawing to illustrate the hepatic, cystic, common bile, and pancreatic ducts and their point of convergence.
6.14 Define and locate the peritoneum, mesentery, and the greater and lesser omentum.
6.15 Describe the mechanical process of food digestion.
6.16 Describe the chemical process of digestion which breaks down food stuffs into substances which can be utilized by the body.
6.17 Complete a chart of the principal digestive enzymes, the main food stuffs affected, where the action takes place, and the end product.
6.18 List the site of absorption of carbohydrates, fats, proteins, fats, water, and alcohol.
6.19 Define metabolism including the two phases.
6.20 List ways of maintaining the health of the digestive system.

UNIT VI: The Digestive System

CONTENT:

A. Terms and definitions
B. General function
    1. Digestion
    2. Absorption
    3. Metabolism
C. The Alimentary Canal
    1. Location
    2. Structure and function
    3. Organs
D. Accessory Organs
    1. Location
    2. Structure and function
    3. Organs
E. Associated structures
    1. Peritoneum
    2. Mesentery
    3. Omentum
F. Physiology
    1. Digestion
        a. Definition
        b. Types
        c. Action in the mouth
        d. Action in the stomach
        e. Action in the small intestine
        f. Action in the large intestine
    2. Absorption
        a. Definition
        b. Nutrients
    3. Metabolism
        a. Definition
        b. Phases
G. Good health practices

UNIT VII: The Urinary System

PERFORMANCE OBJECTIVE/S: Given information and selected experiences, relate basic knowledge of the urinary system to the body as a whole, according to pre-established criteria.

STUDENT BEHAVIORS:

7.1 Match terms associated with the urinary system with the correct definition.
7.2 Name the substances eliminated from the body by the excretory systems: digestive, respiratory, integumetary, and urinary.
7.3 Identify the structures of the urinary system on a diagram.
7.4 Identify the parts of the kidney on a diagram.
7.5 Identify the parts of a nephron on a diagram.
7.6 Describe the structure and function of the ureters.
7.7 Name the functions of the kidney.
7.8 Describe the structure and function of the urinary bladder.
7.9 Compare the structure of the male and female urethra and state the function of the urethra.
7.10 Describe the steps of the formation of urine.
7.11 From a given list, select the normal constituents of urine.
7.12 Match the normal values to the characteristics of urine.
7.13 List ways to maintain a healthy urinary system.

UNIT VII: The Urinary System

CONTENT:

A. Terms and definitions
B. The Excretory systems
    1. Digestive
    2. Respiratory
    3. Integumentary
    4. Urinary
C. The Urinary System
    1. Function of the system
    2. Structure and function
        a. Kidney
            1. Gross structure
            2. Microscopic structure of nephron
        b. Ureters
        c. Urinary bladder
        d. Urethra
    3. Formation of urine
        a. Glomerular filtration
        b. Tubular reabsorption
        c. Tubular secretion
        d. Characteristics
        e. Composition of normal urine
D. Good health practices

UNIT VIII: The Integumentary System

PERFORMANCE OBJECTIVE/S: Given information and selected experiences, relate basic knowledge of the integumentary system to the body as a whole, according to pre-established criteria.

STUDENT BEHAVIORS:

8.1 Define terms associated with the skin
8.2 Discuss the functions of the skin.
8.3 Describe the layers of the skin.
8.4 Identify the parts of the skin including the hairs and glands on a diagram.
8.5 List the appendages of the skin.
8.6 List health practices which maintain the integrity of the skin.

UNIT VIII: The Integumentary System

CONTENT:

A. Terms and definitions
B. Functions of the skin
C. Structure of the skin
    1. Layers
        a. Epidermis
        b. Dermis
        c. Subcutaneous
    2. Appendages
        a. Hair
        b. Nails
        c. Sebaceous glands
        d. Sudoriferous glands
        e. Melanin
D. Good health practices

UNIT IX: The Endocrine System

PERFORMANCE OBJECTIVE/S: Given information and selected experiences, relate basic knowledge of the endocrine system to the body as a whole, according to pre-established criteria.

STUDENT BEHAVIORS:

9.1 Define terms associated with the endocrine system.
9.2 Distinguish between endocrine and exocrine glands.
9.3 Identify the endocrine glands on a diagram.
9.4 Match the correct hormone to its function in the body.
9.5 List ways of maintaining the endocrine system.

UNIT IX: The Endocrine System

CONTENT:

A. Terms and definitions
B. Function of the system
C. Glands
    1. Definition
    2. Types
    3. Hormones
D. Encodrine glands
    1. Location and structure
    2. Hormone
    3. Function
    4. Names
        a. Pituitary
        b. Thyroid
        c. Parathyroid
        d. Pancreas
        e. Adrenal
        f. Gonads
        g. Pineal
        h. Thymus
E. Good health practices

UNIT X: The Reproductive System

PERFORMANCE OBJECTIVE/S: Given information and selected experiences, relate basic knowledge of the reproductive system to the body as a whole, according to pre-established criteria.

STUDENT BEHAVIORS:

10.1 Match the terms associated with the reproductive system with the correct definition.
10.2 List functions of the male and female reproductive systems.
10.3 Label the structures of the male reproductive system on a diagram.
10.4 Describe the dual function of the male urethra.
10.5 Match the organ of the male reproductive system to its function.
10.6 Trace spermatazoa from production through each organ to the outside.
10.7 List secondary sex characteristic in males.
10.8 List ways to maintain the health of the male reproductive system.
10.9 Label the structures of the female reproductive system on a diagram.
10.10 Match the organ of the female reproductive system to its function.
10.11 Trace an ovum from the ovary through each organ and to the outside.
10.12 List secondary sex characteristics in female.
10.13 Describe the menstrual cycle including the hormone active in each of the four phases.
10.14 Describe the structure and function of the mammary glands.
10.15 List physical changes that occur in the female during menopause.
10.16 List ways to maintain the health of the female reproductive system.

UNIT X: The Reproductive System

CONTENT:

A. Terms and definitions
B. Functions of the male and female reproductive systems
C. The male reproductive system
    1. Testis
        a. Structure
        b. Function
    2. Structure and function of ducts
        a. Epididymis
        b. Ductus deferens
        c. Ejaculatory duct
        d. Urethra
    3. Structure and function of glands
        a. Seminal vesicles
        b. Prostate
        c. Bulbourethral glands (Cowper's)
    4. External genitalia
        a. Scrotum
            1. Structure
            2. Function
        b. Penis
            1. Structure
            2. Function
    5. Secondary sex characteristics
    6. Good health practices
D. The female reproductive system
    1. Organs
        a. Ovaries
        b. Uterine tubes
        c. Uterus
        d. Vagina
    2. Location of the organs
    3. Structure of the organs
    4. Function of the organs
    5. Accessory organs
        a. External genitalia
        b. Clitoris
        c. Labia
        d. Perineum
        e. Bartholin glands
        f. Mammary glands
    6. Secondary sex characteristics
    7. Menstrual cycle
        a. Definition
        b. Phases
    8. Menopause
    9. Good health practices

UNIT XI: The Nervous System

PERFORMANCE OBJECTIVE/S: Given information and selected experiences, relate basic knowledge of the nervous system to the body as a whole, according to pre-established criteria.

STUDENT BEHAVIORS:

11.1 Define terms on vocabulary sheet.
11.2 List functions of the nervous system.
11.3 List the major divisions of the nervous system and their components.
11.4 Name the three parts of a neuron and list a function of each.
11.5 Describe three types of neurons.
11.6 Discuss the regeneration of peripherial nerves.
11.7 Discuss the transmission of nerve impulses.
11.8 Identify the main parts of the brain on a diagram.
11.9 Name the function of each of the areas of the cerebral cortex.
11.10 Match the parts of the brain with their function.
11.11 Describe the structure of the spinal cord to include both gray matter and white matter.
11.12 Name the functions of the spinal cord.
11.13 Describe the protection of the central nervous system.
11.14 Discuss the formation, description, purpose, and absorption of cerebrospinal fluid.
11.15 Match the name and number of the twelve cranial nerves to the correct function.
11.16 List the names of the spinal nerves according to where they are attached and the number of pairs of each.
11.17 Describe a reflex arc and give an example.
11.18 Name the divisions of the autonomic nervous system and explain the function of each.
11.19 List ways to maintain the nervous system.

UNIT XI: The Nervous System

CONTENT:

A. Terms and definitions
B. Functions of the nervous system as a whole
C. Major divisions of the nervous system
    1. Central nervous system
    2. Peripheral nervous system
D. Neurons
    1. Structure
    2. Function
    3. Types
    4. Synapses
        a. Acetylcholine
        b. Cholinesterase
E. Neuroglia
    1. Types
    2. Functions
F. Ganglia
G. Nerve fibers and nerves
    1. Structure
    2. Receptors and effectors
    3. Regeneration of peripheral nerves
H. Gray matter
I. White matter
J. Central nervous system
    1. Brain
        a. Description and location
            (1). Size
            (2). Weight
            (3). Appearance
        b. Subdivisions and functions
            (1). Cerebrum
            (2). Cerebellum
            (3). Brain stem
    2. Spinal cord
        a. Location
        b. Structure
        c. Function
    3. Coverings and spaces
        a. Meninges
            (1). Names
            (2). Locations
            (3). Functions
        b. Ventricles
            (1). Names
            (2). Locations
            (3). Function
    4. Cerebrospinal fluid
        a. Location
        b. General description
        c. Function

K. Peripheral nervous system
   1. Cranial nerves
      a. General description
      b. Funccions
   2. Spinal nerves
      a. General description
      b. Functions
L. Autonomic nervous system
   1. Divisions
   2. Functions
M. Good health practices

UNIT XII: The Special Senses

PERFORMANCE OBJECTIVE/S: Given information and selected experiences, relate basic knowledge of the special senses to the body as a whole, according to pre-established criteria.

STUDENT BEHAVIORS:

12.1 Define terms from vocabulary sheet.
12.2 From a given list, name the most important special senses.
12.3 Locate the receptors of each of the special senses.
12.4 Describe the ways in which the eye is protected.
12.5 Match the structures of the eye to their description.
12.6 Match the accessory structures of the eye to their description.
12.7 Trace the pathway of light rays from the outside to the brain, naming each part in exact order.
12.8 Discuss factors for caring for the eyes and give an example of each.
12.9 Match the structures of the ear to their description.
12.10 Trace the pathway of sound waves to the brain, naming each part in exact order.
12.11 Discuss ways to maintain good ear health.

UNIT XII: The Special Senses

CONTENT:

A. Terms and definitions
B. General senses
    1. Pressure
    2. Temperature
    3. Touch
    4. Pain
    5. Position
C. Special senses
    1. Taste
    2. Smell
    3. Hunger and appetite
    4. Thirst
    5. Sight
    6. Hearing
D. The Eye
    1. Protection for the eye
    2. Eyeball
        a. Coats
            (1). Sclera
            (2). Choroid
            (3). Retina
        b. Pathway of light rays
            (1). Cornea
            (2). Aqueous humor
            (3). Lens
            (4). Vitreous humor
            (5). Retina
    3. Physiology of vision
        a. Refraction
        b. Accommodation
        c. Myopia
        d. Hyperopia
        e. Presbyopia
        f. Astigmatism
    4. Muscules of the eye
        a. Intrinsic
        b. Extrinsic
    5. Nerve supply
        a. Optic - sensory
        b. Ophthalmic - division of Trigeminal - sensory
        c. Oculomotor - motor
        d. Trochlear - motor
        e. Abducens - motor
    6. Accessory structures
        a. Eyelids
        b. Conjuctiva
        c. Lacrimal glands and ducts
    7. Good health practices

E. The Ear
   1. Description
   2. Outer ear
      a. Pinna
      b. External auditory canal
      c. Tympanic membrane
   3. Middle ear
      a. Eustachian tube
      b. Ossicles
      c. Oval window
   4. Inner ear
      a. Cochlea
      b. Vestibule
      c. Semicircular canals
      d. Acoustic nerve
   5. Physiology
   6. Good health practices

CCURSE TITLE: Nutrition*

DESCRIPTION OF COURSE: Nutrition is designed to assist the student in learning the basic principles of good nutrition. A study of the nutrients, their sources and functions, basic requirements for individuals, and a brief introduction to diet therapy are included. This knowledge of the relationship of food to good health will serve as a basis for the application of diet therapy to the nursing needs of the patient.

TERMINAL OBJECTIVE: Given a variety of patients, apply the principles of basic nutrition to meet the nutritional and psychological needs of individuals throughout their life cycles. The student will relate principles of nutrition in the treatment of disease, therapeutic diet modification, and interpretation of the diet order in terms of daily foods and meals.

TABLE OF CONTENTS:

Course Title
Description of Course
Terminal Objective
References
Suggested Learning Activities
Course Content
  Unit I - Introduction to Nutrition
  Unit II - Nutrients in Food and Nutrition
  Unit III - From Market to Meal
  Unit IV - Progressive Basic Hospital Diets
  Unit V - Therapeutic Modification

* Chairperson - Dee Eitel

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6. Williams, Sue Rodwell. Essentials of Nutrition and Diet Therapy. 2nd ed. St. Louis: C.V. Mosby, 1978.

SUGGESTED LEARNING ACTIVITIES:

1. Read objectives
2. Make a food poster
3. Weigh yourself daily and graph weight
4. Brainstorming
5. Group work
6. Take tests for evaluation
7. Compute calorie requirements
8. Terminology bingo
9. Field trip
10. Food display
11. Review
12. Individualized learning
13. View audiovisuals
14. Complete instructional learning packet
15. Assist in developing a nutrition care plan
16. Simulation
17. Compare the nutritional state of yourself prior to this course of study with your present nutritional state
18. Listen to lecture
19. Compare functions of nutrients
20. Complete job sheet and assignment sheet
21. Demonstrate procedures
22. Calculate caloric content of your present diet
23. Prepare food poster of basic four food groups
24. Match terms
25. Participate in discussion
26. Plan and write menus using basic four good groups
27. Prepare patient for mealtime
28. Teach patient the value of diet
29. Review diagram of digestive system
30. View films
    1. National Dairy Council
        a. "Food, the Color of Life"
        b. "Food for Life"
        c. "What's Good to Eat"
        d. "How a Hamburger Turns into You"
        e. "Choose your Calories by the Company They Keep"
        f. "Vitamins from Food"
        g. "Food: Fads and Facts"
31. View filmstrips
    1. Trainex Corp., P.O. Box 116, Garden Grove, Ca., 92642
    2. Concept Media, 1500 Adams Ave., Costa Mesa, Ca., 92626

UNIT I: Introduction to Nutrition

PERFORMANCE OBJECTIVES:

1. Given a list of nutrition terms and definitions, match each term to the correct definition.
2. Utilizing a record of your food and fluid intake for one week, relate instances of good and bad nutrition practice to the possible effect on your health in agreement with information provided by the instructor.
3. Given a variety of case studies, develop sample menus incorporating the principles of good nutrition and the four basic food groups.

STUDENT BEHAVIORS:

1.1 Identify the major cause of obesity.
1.2 List the basic four food groups.
1.3 Give examples of foods in each of the basic four food groups.
1.4 Prepare a record of your own food intake for three days.
1.5 Analyze the foods on your record according to the basic four food groups.
1.6 Plan a two-day menu utilizing the basic four food groups.
1.7 Discuss the relationship of nutrition to health.
1.8 Discuss the interrelationship of nutrition and lifestyle.

UNIT I: Introduction to Nutrition

CONTENT:

A. Terms and definitions
B. Relationship of nutrition to health
C. Guides to good nutrition
D. Interrelationship of nutrition and lifestype
E. Basic four food groups

UNIT II: Nutrients in Food and Nutrition

PERFORMANCE OBJECTIVES:

1. Given information on the essential nutrients, develop a chart listing characteristics, functions, best food sources, and use by the body of the nutrients required for good nutrition.
2. From a given list of goods, select a carbohydrate, protein, and fat food and trace each through the digestive process giving consideration to absorption, metabolism, and caloric content according to established dietary facts.

STUDENT BEHAVIORS:

2.1 List the classes of nutrients.
2.2 Identify the nutritional value, function, and classification of carbohydrates.
2.3 Differentiate between saturated and polyunsaturated fats.
2.4 List the ways in which proteins are classified.
2.5 Prepare a list of minerals giving source, function, and deficiency symptoms.
2.6 Prepare a list of vitamins, giving source, function, and deficiency symptoms.
2.7 List the functions of water in the body.

2.8 Identify the organs involved in the digestive process.
2.9 Define calorie.
2.10 State the number of calories yielded upon burning one gram of protein, fat, and carbohydrate.
2.11 List factors that affect the basal metabolism rate.
2.12 List factors that affect energy requirements.

UNIT II: Nutrients in Food and Nutrition

CONTENT:

A. Nutrients
    1. Carbohydrates
    2. Fats
    3. Proteins
    4. Minerals
    5. Vitamins
    6. Water
B. Digestion
C. Metabolism

UNIT III: From Market to Meal

PERFORMANCE OBJECTIVES:

1. Given a patient situation, plan a meal, select the cooking methods, plan the tray arrangement, and prepare the patient and environment to assure maximum physical and psychological benefit from the meal.
2. Without the use of reference material, develop a list of general guidelines to protect the public from illness as a result of ingesting poisonous or contaminated food in accordance with safe food practices.
3. Given a list of statements about foods, identify the statements as fact or fallacy in accordance with nutritional standards.

STUDENT BEHAVIORS:

3.1 List factors to consider in meal planning.
3.2 Identify cooking methods used in preparing meals.
3.3 Identify organisms most often responsible for food poisoning.
3.4 Name parasite found in pork.
3.5 Serve the correct tray to the correct patient at the correct time considering the desires, individual needs, and safety of the patient.
3.6 Differentiate between food facts and food fallacies.

UNIT III: From Market to Meal

CONTENT:

A. Meal patterns
B. Basic principles of cooking
C. The food supply and public health
D. Attractive service
E. Preparing the patient
F. Hospital food service
G. Food facts and fallacies

UNIT IV: Progressive Basic Hospital Diets

PERFORMANCE OBJECTIVE: Given a list of basic hospital diets, develop a sample menu for one day for each diet listed in accordance with the agency dietary guidelines.

STUDENT BEHAVIORS:

4.1 Name the progressive basic hospital diets.
4.2 List types of foods included in each progressive diet.
4.3 Identify physical disorders that might require each of the progressive hospital diets.

UNIT IV: Progressive Basic Hospital Diets

CONTENT:

A. Basic hospital diets
    1. Clear or surgical liquid
    2. Full liquid
    3. Soft
    4. Light or convalescent
    5. Regular, house, general, or full
B. Indications for basic hospital diets

UNIT V: Therapeutic Modification

PERFORMANCE OBJECTIVE: Given information on therapeutic diets and a list of diets, develop a chart listing the characteristics, foods allowed, foods not allowed, and the patient condition for which the diet is commonly prescribed in accordance with the agency's dietary guidelines.

STUDENT BEHAVIORS:

5.1 Name the therapeutic diets.
5.2 List basic principles for each therapeutic diet.
5.3 Identify a condition which is associated with each therapeutic diet.
5.4 Select the best food for a given diet from a given list of foods.
5.5 Select the most appropriate nursing action to apply the dietary principles.
5.6 Reinforce the teaching of dietary modifications.

UNIT V: Therapeutic Modification

CONTENT:

A. Low carbohydrate
B. Low fat
C. High iron
D. Low cholestrol
E. High calorie
F. Low calorie
G. High protein
H. Low protein
I. High carbohydrate
J. High fiber (High residue)
K. Low fiber (High residue)
L. Bland
M. Sodium restricted
N. A.D.A. - Exchange diets
O. Others

COURSE TITLE: Nursing Skills*

DESCRIPTION OF COURSE: Nursing Skills is designed to meet the student's need for knowledge of the principles as well as the performance of the procedures that are essential to the basic nursing care of patients. Learning experiences are provided by classroom instruction, laboratory practice, and supervised clinical experience. Progressive learning experiences are provided in order to facilitate advancement of the student into more complex nursing situations.

TERMINAL OBJECTIVE: Given a variety of patient situations, the student will provide safe and effective nursing care according to predetermined nursing standards.

TABLE OF CONTENTS:

Course Title
Description of Course
Terminal Objective
References
Suggested Learning Activities
Course Content
  Unit I - Introduction to Nursing Skills and Nursing Actions
  Unit II - The Patient's Environment
  Unit III - Patient Movement and Activity
  Unit IV - Patient Observation and Charting
  Unit V - Admission, Transfer, and Discharge
  Unit VI - Basic Nursing Care
  Unit VII - Diagnostic and Therapeutic Procedures
  Unit VIII - Terminal and Postmortem Care

* Chairperson - Dolores Mulkey

REFERENCES:

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19. Woods, Lucille A., and Beverly L. Rambo. Nursing Skills for Allied Health Services. 2nd ed. Philadelphia: W.B. Saunders, 1977.

SUGGESTED LEARNING ACTIVITIES:

1. Prepare bulletin boards
2. Charting - Chart forms
3. Demonstrations
4. Develop nursing care plan
5. Discussion (panel and group)
6. Prepare displays
7. View filmstrips
   a. Trainex Corp., Box 116, Garden Grove, Ca., 92642
   b. Concept Media, 1500 Adams Ave., Costa Mesa, Ca., 92626
   c. Others
8. View films
   a. "They Called it Fireproof", National Film Board of Canada, 1251 Avenue of the Americas, New York, N.Y., 10020
   b. "Clean, Voided Urine: Its Collection and Culture", Eaton Laboratories, Division of Morton-Norwich Products, Inc., Norwich, N.J., 13815
   c. "Urethral Catheterization: An Aseptic Procedure", Kendall Hospital Product Division, 309 West Jackson Blvd., Chicago, Ill., 60606
9. Listen to guest speakers
10. Group work
11. Review handouts
12. View illustrated charts
13. Complete learning modules
14. Listen to lectures
15. Participate in clinics
16. Practice in laboratory and clinical area
17. Return demonstration in laboratory and clinical area
18. Role play
19. Present skits
20. Present reports
21. Take tests
22. Complete textbook assignments
23. View transparencies
24. Complete worksheets
25. Tour facilities
26. Take field trips
27. Clinical experience
28. I Know (bingo)
29. Evaluate self/instructor

UNIT I: Introduction to Nursing Skills and Nursing Actions

PERFORMANCE OBJECTIVE: Without the use of reference material, discuss the nurse/patient interaction consistent with the LPN role and its relationship to the stated course objectives.

STUDENT BEHAVIORS:

1.1 Identify the objectives of this course.
1.2 Communicate effectively with classmates and faculty.
1.3 Display skills needed for written communication.
1.4 Relate therapeutically to the patient consistent within parameters of the LPN responsibilities.

UNIT I: Introduction to Nursing Skills and Nursing Actions

CONTENT:

A. Introduction
B. Role of the LPN
C. Communication
    1. Definition
    2. Verbal
    3. Non-verbal
    4. Written
    5. With health team
    6. With patient
    7. With family
D. Therapeutic nurse/patient relationship

UNIT II: The Patient's Environment

PERFORMANCE OBJECTIVE: Provided a patient unit, maintain a comfortable, safe, therapeutically effective and aesthetically pleasing environment according to standards of the agency involved.

STUDENT BEHAVIORS:

2.1 Prepare the unit for the patient, maintain cleanliness and orderliness, and clear the unit after the patient is transferred or discharged.
2.2 Wash your hands. (V-TECS, P.O.52)
2.3 Make an unoccupied, postoperative and/or open bed.(V-TECS,P.O.106)
2.4 Make an occupied bed. (V-TECS,P.O.107)
2.5 Turn the patient to the prone position using the Circ-O-Lectric bed. (V-TECS, P.O.108)
2.6 Rotate the patient from his/her back to his/her abdomen. (V-TECS,P.O.119)
2.7 Adjust the siderails to the "up" and "locked" position. (V-TECS,P.O.29)
2.8 Apply restraint/s snugly without causing undue physical discomfort to the patient. (V-TECS,P.O.43)
2.9 Put footboard or overbed cradle on the bed. (V-TECS,P.O.39)
2.10 Indicate those environmental, aesthetic, and safety factors which contribute positively to the well being of the patient.
2.11 Carry out emergency evacuation measures. (V-TECS,P.O.6)

UNIT II: The Patient's Environment

CONTENT:

A. Medical asepsis
    1. Definition
    2. Handwashing
    3. Disinfection
    4. Equipment
    5. Supplies
B. Patient's unit
    1. Definition
    2. Basic equipment
    3. Care of unit
        a. Equipment/supplies
        b. Daily
        c. Transfer
        d. Discharge
    4. Bedmaking
        a. Open
        b. Closed
        c. Postoperative
        d. Occupied
        e. Circ-O-Electric
        f. Turning frame
        g. Devices
            1. Siderails
            2. Restraints
            3. Foot board - overbed cradle
    5. Environment
        a. Temperature
        b. Humidity
        c. Lighting
        d. Waste disposal
        e. Other
    6. Aesthetics
        a. Privacy
        b. Quiet
        c. Color, Neatness, Odors
    7. Safety
        a. Fire
        b. Code protocol
        c. Mechanical injury
        d. Faulty equipment
        e. Negligence

UNIT III: Patient Movement and Activity

PERFORMANCE OBJECTIVES:

1. Given a selected patient situation, demonstrate movement and activity of the patient utilizing proper body mechanics.
2. Given a selected patient situation, assist the patient with progressive ambulation using various devices in order to prevent accidents.

STUDENT BEHAVIORS:

3.1 Match terms associated with body mechanics to the correct definition.
3.2 List five reasons the nurse should use proper body mechanics
3.3 Describe six principles of good body mechanics.
3.4 Demonstrate proper body alignment when standing, sitting and walking.
3.5 Assist the patient with range of motion exercises. (V-TECS, P.O.66)
3.6 Assist the patient with active and passive exercises.
3.7 Assist the patient to dangle his/her legs at the side of the bed. (V-TECS,P.O.30)
3.8 Assist the patient to ambulate. (V-TECS,P.O.32)
3.9 Adjust the bed in the positions listed:
  a. Fowler's position
  b. Semi-Fowler's position
  c. Jack-Knife or William's position
  d. Reverse Trendelenburg position (V-TECS, P.O.28)
3.10 Position the patient in the Sims', Prone and/or Horizontal Recumbent (supine) positions. (V-TECS,P.O.42)
3.11 Assist the patient from the bed into a wheelchair. (V-TECS, P.O.31)
3.12 Transport the patient in a wheelchair in a manner to avoid injury to the patient's extremities or damage to the wheelchair or facilities. (V-TECS,P.O.41)
3.13 Transfer the patient from a bed to a stretcher and transport the patient to a designated area. (V-TECS,P.O.40)
3.14 Assist the patient to use a walker. (V-TECS,P.O.35)
3.15 Assist the patient to walk with a cane. (V-TECS,P.O.34)
3.16 Assist the patient in crutch-walking. (V-TECS,P.O.33)
3.17 Use the mechanical lifter to transfer the patient from his/her bed to a wheelchair. (V-TECS,P.O.37)
3.18 Position sandbags and/or trochanter rolls to support or immobilize a designated body part. (V-TECS,P.O.92)

UNIT III: Patient Movement and Activity

CONTENT:

A. Principles of body mechanics
    1. Terms and definitions
    2. Use of proper body mechanics
    3. Principles of body mechanics
    4. Effective use of muscles
    5. Proper body alignment
        a. Standing
        b. Sitting
        c. Walking
B. Turning, Moving, and Transporting the patient
    1. Range of motion exercises
    2. Active and passive exercises
    3. Dangle legs and feet
    4. Ambulate
    5. Positioning of patient and/or bed
    6. Transfer and transport
    7. Wheelchair
    8. Carrier and/or stretcher
    9. Walker
    10. Cane
    11. Crutches
    12. Mechanical lift
    13. Sandbags and/or trochanter rolls
    14. Others

UNIT IV: Patient Observation and Charting

PERFORMANCE OBJECTIVE: Provided a variety of patient situations, perform various procedures used for physical assessment and record the care and observation of the patient on the chart as required by agency policy.

STUDENT BEHAVIORS:

4.1 Collect a routine urine specimen. (V-TECS,P.O.122)
4.2 Collect a "clean catch" urine specimen. (V-TECS,P.O.123)
4.3 Test urine for sugar and/or acetone. (V-TECS,P.O.125)
4.4 Collect and prepare a stool specimen for laboratory analysis. (V-TECS,P.O.121)
4.5 Collect a nose or throat specimen for culture. (V-TECS,P.O.124)
4.6 Collect and prepare a gastric specimen for laboratory analysis. (V-TECS,P.O.120)
4.7 Collect a vomitus specimen.
4.8 Send the laboratory requisition forms to the laboratory.
4.9 Measure and record the patient's height and weight without error. (V-TECS,P.O.148)
4.10 Take the patient's oral, rectal, and/or axillary temperature. (V-TECS,P.O.117)
4.11 Determine the patient's pulse and respiration rate. (V-TECS,P.O.116)
4.12 Take the patient's blood pressure. (V-TECS,P.O.115)
4.13 Regulate the IV infusion. (V-TECS,P.O.111)
4.14 Record vital signs. (V-TECS,P.O.152)
4.15 Record the nursing measures. (V-TECS,P.O.151)

UNIT IV: Patient Observation and Charting

CONTENT:

A. Collection of specimens
    1. Urine
        a. Routine
        b. Clean catch
        c. Sugar and acetone
        d. Specific gravity
        e. Others
    2. Stool
    3. Nose and throat
    4. Gastric specimen
    5. Vomitus
    6. Blood
    7. Smears and cultures
B. Patient observation
    1. Objective
        a. Height
        b. Weight
        c. Temperature
        d. Pulse
        e. Respiration
        f. Blood pressure
    2. Subjective
    3. Monitor parenteral infusions
    4. Other
C. Charting and reporting
    1. Record the vital signs
    2. Pertinent information
        a. Nursing care
        b. Observation
        c. Tests
        d. Treatments
        e. Procedures
        f. Situations
    3. Legal aspects

UNIT V: Admission, Transfer and Discharge

PERFORMANCE OBJECTIVE: Given a variety of patient situations, perform admission, transfer, and discharge procedures according to pre-established nursing standards and agency policy.

STUDENT BEHAVIORS:

5.1 Process the patient for admission to your unit. (V-TECS,P.O.22)
5.2 Orient the patient to the unit and hospital rules. (V-TECS,P.O.145)
5.3 Interview the patient and obtain and record his/her medical and/or social history. (V-TECS,P.O.150)
5.4 Provide for safe storage of the patient's valuables. (V-TECS, P.O.7)
5.5 Fill out a charge slip for each service provided the patient. (V-TECS,P.O.3)
5.6 Prepare an incident report. (V-TECS,P.O.146)
5.7 Complete forms for release or consent for surgery or treatment. (V-TECS,P.O.144)
5.8 Develop a patient care plan. (V-TECS,P.O.2)
5.9 Transcribe the doctor's orders without error. (V-TECS,P.O.153)
5.10 Position the patient and assist the patient and physician throughout a physical examination. (V-TECS,P.O.98)
5.11 Assemble the equipment and supplies and prepare the patient for a rectal, vaginal, or proctoscopic examination. (V-TECS, P.O.110)
5.12 Transfer the patient from one locale to another in the same facility. (V-TECS,P.O.23)
5.13 Discharge the patient from the facility. (V-TECS,P.O.24)

UNIT V: Admission, Transfer, and Discharge

CONTENT:

A. Admission
    1. Patient concerns and nursing responsibilities
    2. Nursing actions
        a. Orientation
        b. Patient history
        c. Care of valuables
        d. Observation and charting
        e. Use of appropriate forms
        f. Patient care plan
        g. Transcribe physician's orders
        h. Assisting with physical examination
B. Transfer
    1. Within the facility
    2. To other facility
D. Discharge
    1. Planning
    2. Summary
    3. Nursing actions

UNIT VI: Basic Nursing Care

PERFORMANCE OBJECTIVE: Provided a patient, perform the basic daily nursing care according to pre-established nursing standards and agency policy.

STUDENT BEHAVIORS:

6.1 Give the patient a bed bath. (V-TECS,P.O.21)
6.2 Assist the patient in taking a tub bath. (V-TECS,P.O.16)
6.3 Assist the patient in taking a shower. (V-TECS,P.O.15)
6.4 Assist the patient in maintaining oral hygiene. (V-TECS,P.O.9)
6.5 Assist a patient with dentures in maintaining oral hygiene. (V-TECS,P.O.11)
6.6 Provide oral hygiene for an unconscious bed patient. (V-TECS, P.O.10)
6.7 Clean and trim the fingernails and/or toenails. (V-TECS,P.O.18)
6.8 Give the patient a back rub. (V-TECS,P.O.36)
6.9 Put the alternating pressure mattress on the bed. (V-TECS, P.O.38)
6.10 Brush, comb, or braid the patient's hair. (V-TECS,P.O.17)
6.11 Shampoo the patient's hair. (V-TECS,P.O.26)
6.12 Shave the patient's face. (V-TECS,P.O.27)
6.13 Give perineal care to the patient. (V-TECS,P.O.77)
6.14 Assist the patient in using a bedpan. (V-TECS,P.O.13)
6.15 Assist the patient in using a urinal. (V-TECS,P.O.14)
6.16 Assist the patient in using the bedside commode. (V-TECS,P.O.12)
6.17 Assist the patient with elimination.
6.18 Remove soiled garments and put on the clean garments. (V-TECS,P.O.19)
6.19 Apply anti-embolitic stockings. (V-TECS,P.O.58)
6.20 Measure and record the patient's intake and output for a designated period of time. (V-TECS,P.O.149)
6.21 Serve the food tray. (V-TECS,P.O.112)
6.22 Feed the patient. (V-TECS,P.O.20)
6.23 Arrange for the clergy to visit the patient. (V-TECS,P.O.25)

UNIT VI: Basic Nursing Care

CONTENT:

A. Baths
    1. Bed
    2. Tub
    3. Shower
B. Oral care
    1. Conscious
    2. Dentures
    3. Unconscious
C. Nail care
D. Skin care
    1. Daily
    2. Special
        a. Prevention
        b. Nursing actions
E. Hair care
    1. Brush, comb, braid
    2. Shampoo
    3. Pediculosis
F. Shave male
G. Perineal care
H. Catheter care
I. Elimination
    1. Bedpan
    2. Urinal
    3. Bedside commode
    4. Bathroom
    5. Incontinence
J. Putting on and removing garments
K. Anti-embolic stockings
L. Intake and output
M. Food and fluids
N. Clergy visit

UNIT VII: Diagnostic and Therapeutic Procedures

PERFORMANCE OBJECTIVES:

1. Provided a patient and the necessary equipment, demonstrate skill in the performance of diagnostic and therapeutic procedures in accordance with established agency policy.
2. Given a simulated situation, demonstrate acceptable skill in emergency nursing procedures in accordance with standards established by the American Red Cross and/or The American Heart Association.

STUDENT BEHAVIORS:

7.1 Assist the patient with a sitz bath. (V-TECS,P.O.67)
7.2 Administer the prescribed hot applications to a designated area. (V-TECS,P.O.56)
7.3 Irrigate the designated wound. (V-TECS,P.O.90)
7.4 Administer a tepid bath. (V-TECS,P.O.54)
7.5 Administer the cold application to a designated area. (V-TECS,P.O.53)
7.6 Apply a binder to a designated area. (V-TECS,P.O.60)
7.7 Apply a bandage to the designated area. (V-TECS,P.O.59)
7.8 Apply and/or remove the brace. (V-TECS,P.O.62)
7.9 Apply or remove skin traction. (V-TECS,P.O.63)
7.10 Give the patient an enema. (V-TECS,P.O.74)
7.11 Remove a fecal impaction. (V-TECS,P.O.93)
7.12 Irrigate a colostomy. (V-TECS,P.O.83)
7.13 Change a colostomy dressing.(V-TECS,P.O.70)
7.14 Connect a nasogastric tube to the drainage bottle and maintain the drainage with suction. (V-TECS,P.O.105)
7.15 Irrigate nasogastric tubing. (V-TECS,P.O.88)
7.16 Feed the patient through the gavage tube. (V-TECS,P.O.55)
7.17 Administer oxygen to the patient. (V-TECS,P.O.57)
7.18 Set up a mist tent. (V-TECS,P.O.113)
7.19 Set up a vaporizer. (V-TECS,P.O.114)
7.20 Suction upper respiratory passage. (V-TECS,P.O.94)
7.21 Clean and replace an inner cannula of a tracheostomy tube. (V-TECS,P.O.68)
7.22 Suction a tracheostomy. (V-TECS,P.O.95)
7.23 Assist the patient with breathing exercises. (V-TECS,P.O.64)
7.24 Assist the patient with postural drainage. (V-TECS,P.O.65)
7.25 Prepare patient for surgery. (V-TECS,P.O.109)
7.26 Give preoperative skin care. (V-TECS,P.O.80)
7.27 Handle sterile equipment and supplies. (V-TECS,P.O.46)
7.28 Open a sterile pack. (V-TECS,P.O.47)
7.29 Set up a sterile field. (V-TECS,P.O.71)
7.30 Pour sterile solutions. (V-TECS,P.O.48)
7.31 Put on and remove a mask. (V-TECS,P.O.141)
7.32 Put on and remove sterile gloves. (V-TECS,P.O.49)
7.33 Put on and remove sterile gown. (V-TECS,P.O.140,50)
7.34 Apply sterile dressings or bandages. (V-TECS,P.O.44)
7.35 Remove and replace a burn dressing. (V-TECS,P.O.45)

7.36 Set up an isolation unit. (V-TECS,P.O.143)
7.37 Collect specimens from isolated patient. (V-TECS,P.O.138)
7.38 Serve and remove a food tray for an isolated patient. (V-TECS,P.O.142)
7.39 Perform terminal disinfection of an isolated unit. (V-TECS,P.O.139)
7.40 Insert a straight or indwelling urinary catheter. (V-TECS, P.O.69)
7.41 Irrigate the urinary bladder. (V-TECS,P.O.82)
7.42 Remove the retention catheter. (V-TECS,P.O.96)
7.43 Irrigate the vaginal canal. (V-TECS, P.O.89)
7.44 Assist the physician with diagnostic and therapeutic procedure.
7.45 Control external hemorrhage. (V-TECS,P.O.100)
7.46 Administer first aid.
7.47 Give artificial ventilation to an unconscious adult. (V-TECS, P.O.71)
7.48 Give artificial ventilation to an unconscious infant. (V-TECS, P.O.72)
7.49 Insert oral airway. (V-TECS,P.O.81)
7.50 Give external cardiac compression to a patient with an unwitnessed cardiac arrest. (V-TECS,P.O.73)
7.51 Irrigate the patient's eyes. (V-TECS,P.O.85)

UNIT VII: Diagnostic and Therapeutic Procedures

CONTENT:

A. Application of heat and cold
    1. Heat
        a. Hot application
        b. Sitz bath
        c. Wound infection
    2. Cold
        a. Cold application
        b. Tepid bath
B. Application of binders, bandages, braces and skin traction
    1. Binders
    2. Bandages
    3. Braces
    4. Skin traction
C. Procedures related to the colon
    1. Enema
    2. Rectal tubes and/or flatus bags
    3. Removal of fecal impaction
    4. Colostomy care
D. Procedures related to gastrointestinal system
    1. Nasogastric tube connection
    2. Nasogastric tube irrigation
    3. Gavage feeding
E. Surgical asepsis
    1. General principles
    2. Sterile pack
    3. Sterile field
    4. Sterile solution
    5. Mask technique
    6. Sterile gloves
    7. Sterile gown
    8. Sterile dressing
    9. Burned patient
F. Procedures related to the respiratory system
    1. Breathing exercises
    2. Postural drainage
    3. Administration of oxygen
    4. Mist tent
    5. Vaporizer
    6. IPPB
    7. Respirators
    8. Nasal and/or throat suctioning
    9. Tracheostomy care
G. Preoperative and postoperative care
    1. Preoperative checklist
    2. Skin preps

H. Isolation technique
   1. Setting up unit
   2. Nursing actions
   3. Terminal care
I. Procedures related to genitourinary systems
   1. Catheterization
   2. Irrigation of urinary catheter
   3. Removal of indwelling catheter
   4. Vaginal irrigation
   5. Bladder instillation and irrigation
J. Assisting with diagnostic therapeutic procedures
   1. Lumbar puncture
   2. Paracentesis
   3. Thoracentesis
   4. Insertion and care of check tubes
   5. Central venous pressure
   6. Blood transfusion
   7. Pelvic examination
   8. Proctoscopic
   9. Bone marrow
   10. Others
K. First aid
   1. Introduction
      a. Definition
      b. Purposes
      c. Values
      d. General principles
   2. Bleeding
   3. Respiratory arrest
   4. Cardiac arrest
   5. Poisoning
   6. Shock
   7. Bites and stings
   8. Wounds
      a. Gunshot
      b. Deep body wounds
   9. Fractures
   10. Dislocations
   11. Sprains
   12. Strains
   13. Injuries due to heat and cold
      a. Burns
      b. Sunstroke
      c. Heat exhaustion
      d. Frostbite
   14. Foreign objects (Heimlich Maneuver)
   15. Eye injuries
   16. Fainting
   17. Convulsion
   18. Nosebleed
   19. Diabetic shock and coma
   20. Head injury
   21. Spinal cord injury
   22. Exposure to radiation

UNIT VIII: Terminal and Postmortem Care

PERFORMANCE OBJECTIVE: Given a simulated situation, demonstrate an ability to meet the needs of the terminally ill patient and the patient's family. Without using reference materials, list the responsibilities of the nurse at the time of the patient's death according to nursing standards and agency policy.

STUDENT BEHAVIORS:

8.1 Define appropriate vocabulary.
8.2 Provide nursing care needs for the terminally ill patient and his/her family.
8.3 Explain why knowing one's attitude toward impending death is important before caring for a terminally ill patient.
8.4 Discuss the stages of dying, as described by Dr. E. Kubler-Ross.
8.5 List symptoms associated with vital signs in approaching death.
8.6 Discuss the procedure used for obtaining permission for autopsy.
8.7 Describe ways to help the family deal with their autopsy.
8.8 Describe the care of the body after death. (V-TECS, P.O.95)
8.9 Discuss the care of personal belongings.
8.10 Prepare the body for the mortuary. (V-TECS, P.O.99)

UNIT VIII: Terminal and Postmortem Care

CONTENT:

A. Terms and definitions
B. Psychological reaction to death
C. Common symptoms of approaching death
D. Nursing responsibilities in caring for the terminally ill
    1. Physical
    2. Emotional
    3. Spiritual
    4. Environmental
E. Needs of the patient's family
F. Nursing responsibilities at the death of the patient
    1. Care of the body after death
    2. Closing of the patient's chart
    3. Care of personal belongings

COURSE TITLE: Medical-Surgical Nursing*

DESCRIPTION OF COURSE: Medical-Surgical Nursing is designed to provide the student with basic knowledge of etiology, symptoms, prescribed treatment, and experience in the nursing care of patients with selected disorders. The course is based on concepts taught in Structure and Function, Personal and Vocational Relationships, Nursing Skills, Nutrition, and Drug Therapy. Learning experiences incorporating related patient care are selected, whenever possible, to correlate with classroom instruction. Opportunistic observational experiences are provided when available.

TERMINAL OBJECTIVE: Given patients with selected diseases and disorders, the student will assist with assessing, planning, implementing, and evaluating nursing care including related patient teaching according to agency policy and nursing standards.

TABLE OF CONTENTS:

Course Title
Description of Course
Terminal Objective
References
Suggested Learning Activities
Course Content
- Unit I - Orientation to Medical-Surgical Nursing
- Unit II - Nursing Care of the Adult Patient
- Unit III - Nursing Care of the Patient with an Inflammatory or Infectious Process
- Unit IV - Nursing Care of the Surgical Patient
- Unit V - Nursing Care of the Patient with a Neoplastic Disease
- Unit VI - Nursing Care of the Patient with an Immune Response
- Unit VII - Nursing Care of the Patient with Diseases or Disorders of the Cardiovascular System
- Unit VIII - Nursing Care of the Patient with Diseases or Disorders of the Respiratory System
- Unit IX - Nursing Care of the Patient with Diseases or Disorders of the Gastrointestinal System
- Unit X - Nursing Care of the Patient with Diseases or Disorders of the Musculo-Skeletal System
- Unit XI - Nursing Care of the Patient with Diseases or Disorders of the Central Nervous System
- Unit XII - Nursing Care of the Patient with Diseases or Disorders of the Endocrine System
- Unit XIII - Nursing Care of the Patient with Diseases or Disorders of the Urinary System
- Unit XIV - Nursing Care of the Patient with Diseases or Disorders of the Reproductive System
- Unit XV - Nursing Care of the Patient with Diseases or Disorders of the Integumentary System
- Unit XVI - Nursing Care of the Patient with Diseases or Disorders of the Eye or Ear
- Unit XVII - Nursing Care of the Patient in Rehabilitation

* Chairpersons - Sandra Colby and Sharon Reaves

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13. Scherer, Jeanne C. Introductory Medical-Surgical Nursing. 2nd ed. Philadelphia: J.B. Lippincott, 1977.

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SUGGESTIONS REGARDING AUDIOVISUALS:

1. The Eight Stages of Life. n.d., Parts five through eight include Adolescence, Young Adulthood, The Mature Adult and Old Age., Human Relations Media, 175 Thompkins Avenue., Pleasantville, N.Y., 10570

SUGGESTED LEARNING ACTIVITIES:

1. Take vocabulary tests
2. View films
   a. American Cancer Society
   b. American Heart Association
   c. McGraw-Hill
   d. American Journal of Nursing Co.
3. Present reports
4. Prepare reports
5. Write assigned papers
6. View transparencies
7. Complete textbook and workbook assignments
8. Listen to lecture
9. View filmstrips
   a. Trainex Corp., P.O. Box 116, Garden Grove, Ca., 92642
   b. Trainaide, 229 North Central Ave., Glendale, Ca., 91203
   c. Concept Media, P.O. Box 19542, Irvine, Ca., 92714
10. Tour water, sewage plant and health department
11. Write a paper on anaphylactic shock
12. Participate in role playing
13. Develop check lists
14. Participate in clinical experiences
15. Observe in surgery
16. Write nursing care study
17. Develop nursing care plans for selected patients
18. Listen to guest speaker
19. Play medical terminology "bingo"
20. Work crossword puzzle
21. Read handouts
22. View video-cassettes
23. Tour hemodialysis unit
24. Participate in blood pressure clinics
25. Tour emergency room
26. Take tests

UNIT I: Orientation to Medical-Surgical Nursing

PERFORMANCE OBJECTIVE: Given a patient situation, identify classifications of disease, methods of diagnosing, treatment and common symptoms of illness as a basis for nursing care in accordance with agency policy and nursing standards.

STUDENT BEHAVIORS:

1.1 Match terms associated with this unit to the correct definitions.
1.2 Discuss the methods of diagnosing an illness.
1.3 Describe the methods of treatment of various illnesses.
1.4 Differentiate between subjective and objective symptoms.
1.5 Explain the importance of observation.
1.6 Match a list of symptoms affecting the different body systems with correct terms.
1.7 Participate in nursing care of patients with common symptoms of illness.

UNIT I: Orientation to Medical-Surgical Nursing

CONTENT:

A. Classification of illness
B. Methods of diagnosing
C. Methods of treatment
D. Common symptoms of illness
    1. Symptoms
        a. Subjective
        b. Objective
    2. Importance of observing
    3. Nursing implications

UNIT II: Nursing Care of the Adult Patient

PERFORMANCE OBJECTIVE: Given a variety of adult patients, correlate the incidence and predisposition to various diseases and conditions according to the individuals developmental status.

STUDENT BEHAVIORS:

2.1 Recognize the stages of development
2.2 Identify the ways a specific stage of development can effect the health of an individual.
2.3 Provide nursing care for adults at all levels of development.

UNIT II: Nursing Care of the Adult Patient

CONTENT:

A. Stages of development by appropriate age groups
   1. Young adult
   2. Middle years
   3. Mature adult
B. Biological development
   1. Young adult
   2. Middle years
   3. Mature adult
C. Psychosocial development
   1. Young adult
   2. Middle years
   3. Mature adult
D. Incidence and predisposition to disease
   1. Young adult
   2. Middle years
   3. Mature adult

UNIT III: Nursing Care of the Patient with an Inflammatory or Infectious Process

PERFORMANCE OBJECTIVE: Given a patient experiencing an inflammatory or infectious process, assist with assessing, planning, implementing, and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

3.1 Differentiate between an inflammation and an infection as a basis for nursing care.
3.2 Relate symptoms of inflammation to nursing care needed.
3.3 Explain how the body defenses protect against bacterial invasion
3.4 Match terms describing extent, duration and types of infection to the correct definitions.
3.5 List conditions due to infections.
3.6 Describe the wound healing process as a basis for nursing care.
3.7 Discuss various methods of therapy used in the treatment of infections as a basis for planning and implementing the nursing process.
3.8 Define terms related to communicable disease, its transmission and control.
3.9 Assist in nursing the patient with an inflammatory and/or infectious process.

UNIT III: Nursing Care of the Patient with an Inflammatory or Infectious Process

CONTENT:

A. Terms and definitions
   1. Epidemiology
   2. Communicable disease
   3. Infectious disease
   4. Epidemic
   5. Endemic
   6. Pandemic
   7. Vector
   8. Fomites
   9. Inflammatory
B. Symptoms of Inflammation
C. Body defenses against bacterial invasion
   1. Forms of bacteria
   2. Production of toxins
   3. Factors influencing growth of pathogens
   4. Portals of entry
D. Extent of infections
   1. Local
   2. Focal
   3. Generalized
E. Duration
   1. Acute
   2. Chronic
F. Types
   1. Primary
   2. Secondary
   3. Latent
   4. Mixed
G. Conditions due to infections
   1. Abscess
   2. Bacteremia
   3. Gangrene
   4. Necrosis
   5. Purulent
   6. Pyemia
   7. Sanguineous
   8. Septicemia
   9. Serous
   10. Toxemia
H. Wound healing
   1. Primary
   2. Secondary
I. Treatment of infection
   1. Current drug therapy
   2. Current diet therapy
   3. Review principles of isolation technique
J. Transmission of communicable disease
K. Factors influencing transmission of infections and methods of control
L. Nursing measures

UNIT IV: Nursing Care of the Surgical Patient

PERFORMANCE OBJECTIVE: Given a surgical patient, assist with assessing, planning, implementing, and evaluating preoperative and postoperative nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

4.1 Match terms related to this unit with the correct definition.
4.2 Perform preoperative nursing procedures.
4.3 Describe anxieties which the patient facing surgery may have.
4.4 Discuss ways for the nurse to help the patient cope with anxieties.
4.5 Provide nursing care for the patient during the immediate postoperative period
4.6 List types of anesthesia and aids to anesthesia.
4.7 Provide nursing care after the patient returns to the unit.
4.8 Respond appropriately to symptoms of postoperative complications.
4.9 Participate in patient teaching.

UNIT IV: Nursing Care of the Surgical Patient

CONTENT:

A. Terms and definitions
B. Nursing responsibilities performed prior to surgery
    1. Permission for surgery
    2. Physical examination
    3. Teaching
    4. Care of valuables
    5. Personal care
C. Postponements of surgery
D. Patient records
    1. Nurse notes
    2. Signed surgery permit
    3. Recent laboratory and x-ray reports
    4. Complete and sign preoperative checklist
    5. Others
E. Anxieties
    1. Patient
    2. Family
    3. Staff
F. Anesthesia
G. Immediate postoperative care
H. Return to the unit
J. Postoperative complications
    1. Hemorrhage
    2. Shock
    3. Thrombophlebitis
    4. Hypostatic pneumonia
    5. Wound infection
    6. Gastrointestinal disturbances
    7. Wound disruption
    8. Others
I. Postoperative discomforts

UNIT V: Nursing Care of the Patient with a Neoplastic Disease

PERFORMANCE OBJECTIVE: Given a patient experiencing neoplastic disease, assist with assessing, planning, implementing, and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

5.1 Discuss the incidence of cancer.
5.2 Distinguish between malignant and benign neoplasms.
5.3 Describe methods of treatments.
5.4 State the warning signals of cancer.
5.5 Discuss the diagnostic tests and procedures specific to a neoplastic disease.
5.6 Provide nursing care for the patient, including psychosocial aspects and rehabilitation.
5.7 Explain the nursing care given to the terminal patient and the supportive care given to the family.

UNIT V: Nursing Care of the Patient with a Neoplastic Disease

CONTENT:

A. Incidence of cancer
B. Classification of neoplasms
C. Types
D. Metastasis
E. Warning signals of cancer as given by the American Cancer Society
F. Diagnostic tests and procedures
G. Methods of treatment
    1. Surgery
    2. Radiotherapy
    3. Chemotherapy
    4. Immunotherapy
    5. Others
H. Nursing care
I. Patient with terminal cancer
    1. Patient care
    2. Family involvement
J. Organizations such as Lost Chord

UNIT VI: Nursing Care of the Patient with an Immune Response

PERFORMANCE OBJECTIVE: Given a patient with an immune response, assist with assessing, planning, implementing, and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

6.1 Match terms describing types of immunity to the correct definitions.
6.2 Explain the difference in active and passive immunity.
6.3 Define terms related tc allergy with the correct definitions.
6.4 List causative factors in allergies.
6.5 Give types and symptoms of specific allergic conditions.
6.6 Describe treatment including diet and drug therapy.
6.7 Provide nursing care for the patient with an immune response.

UNIT VI: Nursing Care of the Patient with an Immune Response

CONTENT:

I. Immunity
   A. Terms and definitions
   B. Types of immunity
      1. Nonspecific resistance or inborn immunity
      2. Specific resistance or acquired immunity
      3. Autoimmunity
   C. Nonspecific resistance to disease
      1. Species
      2. Racial or group
      3. Individual
      4. Mechanical and chemical barriers
      5. Phagocytosis
      6. Inflammatory process
      7. Others
   D. Types of specific resistance to disease
      1. Active
      2. Passive
   E. Ways of producing specific resistance
      1. Active
      2. Passive

II. Allergy
   A. Terms and definitions
   B. Causes
   C. Diagnostic methods
   D. Types and symptoms
      1. Brochial asthma
      2. Hayfever (pollinosis)
      3. Dermatitis
      4. Urticaria
      5. Angioneuroticedema
      6. Anaphylactic shock
      7. Rejection syndrome - organ transplant
      8. Others
   E. Treatment
      1. Current therapy
      2. Diet and drug therapy
      3. Others
   F. Nursing responsibilities

UNIT VII: Nursing Care of the Patient with Diseases or Disorders of the Cardiovascular System

PERFORMANCE OBJECTIVE: Given a patient experiencing a disease or disorder of the cardiovascular system, assist with assessing, planning, implementing, and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

7.1 Match terms associated with this unit to the correct definitions.
7.2 Review the blood circulation through the heart.
7.3 Review the normal electrical conduction.
7.4 Relate diagnostic tests with the description and purpose.
7.5 Nurse the patient having diagnostic tests.
7.6 Discuss the nursing responsibility involved with the various diagnostic measures.
7.7 Describe the prevention of heart disease.
7.8 Discuss congestive heart failure.
7.9 Describe the types of cardiac arrhythmia as they relate to cardiac output and nursing actions.
7.10 Describe the disease conditions involving the coronary arteries.
7.11 Discuss myocardial infarctian.
7.12 Review ABC's of cardiopulmonary resuscitation.
7.13 Discuss the functions of the coronary care unit.
7.14 Discuss heart conditions caused by infections.
7.15 Identify types of cardiac surgery.
7.16 Identify the diagnostic tests involved in diagnosing diseases of the blood and blood forming organs.
7.17 Discuss hypertension and hypertensive disease.
7.18 Discuss cerebrovascular accident.
7.19 Discuss disorders of the peripheral vascular system.
7.20 Discuss aneurysm.
7.21 Discuss the diseases of the blood.
7.22 Provide nursing care for the patient with cardiovascular disease.

UNIT VII: Nursing Care of the Patient with Diseases or Disorders of the Cardiovascular System

CONTENT:

I. Cardiovascular system
  A. General information
    1. Terms and definitions
    2. Review structure and function
    3. Diagnostic tests
    4. Psychosocial aspects
    5. Prevention
    6. General nursing responsibilities
      a. Rest
      b. Positioning and exercises
      c. Diet and fluids
      d. Elimination
      e. Skin care
      f. Medications
      g. Emotional support
      h. Others
  B. Heart diseases
    1. Congestive heart failure
    2. Cardiac arrhythmias
    3. Coronary artery disease
      a. Angina pectoris
      b. Myocardial infarction
    4. Heart diseases caused by infection
      a. Rheumatic heart disease
      b. Endocarditis
      c. Myocarditis
      d. Pericarditis
  C. Disorders of the blood vessels
    1. Arteriosclerosis and atheriosclerosis
    2. Hypertension and hypertensive heart disease
    3. Cerbrovascular accident
    4. Arteriosclerosis obliterans
    5. Aneurysm
    6. Arterial embolism
      a. Pulmonary embolus
      b. Embolus in an extremity
    7. Peripheral vascular disease
      a. Thromboangitis obliterans (Buerger's disease)
      b. Raynaud's
      c. Thrombophlebitis
      d. Phlebothrombosis
      e. Varicose veins
  D. Special consideration
    1. Review cardiopulmonary resuscitation
    2. Coronary care unit

II. Diseases of the blood and/or lymphatics
    A. General information
        1. Terms and definitions
        2. Review structure and function
        3. Diagnostic tests
        4. General nursing responsibilities
    B. Anemias
        1. Aplastic
        2. Iron-deficiency
        3. Pernicious
        4. Sickle cell
        5. Acute hemorrhagic
    C. Leukemia
    D. Hemophilia
    E. Hodgkin's disease
    F. Malaria
    G. Infectious mononucleosis
    H. Polycythemia
    I. Agranulocytosis
    J. Lymphosarcoma
    K. Thrombocytopenia

UNIT VIII: Nursing Care of the Patient with Diseases or Disorders of the Respiratory System

PERFORMANCE OBJECTIVE: Given a patient experiencing a disease or disorder of the respiratory system, assist with assessing, planning, implementing, and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

8.1 Match terms associated with this unit to the correct definitions
8.2 Discuss diagnostic tests pertaining to the respiratory system.
8.3 Provide care for patients undergoing diagnostic tests.
8.4 Discuss the diseases and disorders of the upper respiratory tract.
8.5 Discuss the acute diseases and disorders of the lower respiratory tract.
8.6 Discuss the chronic diseases and disorders of the lower respiratory tract.
8.7 Identify inhalation therapy modalities.
8.8 Discuss water seal drainage.
8.9 Discuss cancer of the respiratory tract.
8.10 Provide nursing care for the patient with a disease or disorder of the respiratory system.
8.11 Perform:
  a. Suctioning of the upper respiratory passage (V-TECS, P.O.127
  b. Postural drainage (V-TECS, P.O.82)
  c. Tracheostomy care (V-TECS, P.O.128,86)

UNIT VIII: Nursing Care of the Patient with Diseases or Disorders of the Respiratory System

CONTENT:

I. General information
   A. Terms and definitions
   B. Review structure and function
   C. Diagnostic tests
II. Diseases of the upper respiratory tract
   A. Rhinitis
      1. Common cold
      2. Allergy
   B. Sinusitis
   C. Polyps
   D. Deviated septum
   E. Epistaxis
   F. Influenza
   G. Laryngitis
   H. Others
III. Acute lower respiratory disorders
   A. Bronchitis
   B. Pneumonia
   C. Pleurisy
   D. Empyema
   E. Chest injuries
   F. Lung abscess
   G. Others
IV. Chronic Obstructive Pulmonary Disease (COPD)
   A. Bronchial asthma
   B. Emphysema
   C. Bronchiectasis
   D. Others
V. Pulmonary tuberculosis
VI. Cancer
   A. Larynx
   B. Lung
VII. Special considerations
   A. Nasal surgery
   B. Laryngectomy
   C. Tracheostomy
   D. Water seal drainage

UNIT IX: Nursing Care of the Patient with Diseases or Disorders of the Gastrointestinal System

PERFORMANCE OBJECTIVE: Given a patient experiencing a disease or disorder of the gastrointestinal system, assist with assessing, planning, implementing, and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

9.1 Match the names of current diagnostic procedures/tests to the correct definitions.
9.2 Describe esophageal varices.
9.3 Discuss gastrointestinal decompression.
9.4 Discuss peptic ulcer.
9.5 Match the gastrointestinal disorders with the correct descriptions.
9.6 Differentiate between serum and infectious hepatitis.
9.7 Provide nursing care for a patient with gastrointestinal disorders.

UNIT IX: Nursing Care of the Patient with Diseases or Disorders of the Gastrointestinal System

CONTENT:

I. General Information
   A. Terms and definitions
   B. Review structure and function
   C. Diagnostic tests
II. Disease conditions of the mouth
   A. Peridontal disease
   B. Infection
   C. Carcinoma
   D. Others
III. Disease conditions of the esophagus
   A. Esophagitis
   B. Diverticulum
   C. Esophageal varices
   D. Carcinoma
   E. Stricture
   F. Others
IV. Disease conditions of the stomach
   A. Gastritis
   B. Peptic ulcer
   C. Hiatal hernia
   D. Carcinoma
   E. Others
V. Disease conditions of the intestinal tract
   A. Enteritis
   B. Ulcerative colitis
   C. Appendicitis
   D. Peritonitis
   E. Obstruction
   F. Hernia
   G. Diverticulosis and diverticulitis
   H. Hemorrhoids
   I. Anal fissure and fistula
   J. Ischiorectal abscess
   K. Pilonidal cyst
   L. Malabsorption syndrome
   M. Neoplastic disease
   N. Others
VI. Diseases of the liver
   A. Hepatitis
   B. Cirrhosis
   C. Others
VII. Diseases of the biliary system
   A. Cholecystitis
   B. Cholelithiasis
VIII. Pancreatitis
IX. Special considerations
   A. Gastric decompression
   B. Gastrostomy
   C. Intestinal ostomies
   D. Paracentesis

UNIT X: Nursing Care of the Patient with Diseases or Disorders of the Musculo-Skeletal System

PERFORMANCE OBJECTIVE: Given a patient experiencing a disease or disorder of the musculo-skeletal system, assist with assessing, planning, implementing, and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

10.1 Match terms and correct definitions.
10.2 List the types of fractures
10.3 Discuss arthritic conditions.
10.4 Provide nursing care for the patient in traction.
10.5 Provide nursing care for the patient in a cast.
10.6 Discuss benign and malignant bone tumors.
10.7 Describe the grieving process seen in the patient with an amputation.
10.8 Review the different gaits of crutchwalking.
10.9 Define systemic lupus erythematosus, schleroderma, and muscular dystrophy.
10.10 Provide nursing care for the patient with musculo-skeletal disorder.

UNIT X: Nursing Care of the Patient with Diseases or Disorders of the Musculo-Skeletal System

CONTENT:

I. General information
   A. Terms and definitions
   B. Review structure and function
II. Trauma
   A. Strains and sprains
   B. Dislocations
   C. Fractures
   D. Whiplash
   E. Others
III. Bone and joint inflammation
   A. Rheumatoid arthritis
   B. Osteoarthritis
   C. Gouty arthritis
   D. Osteomyelitis
   E. Bursitis
IV. Bone tumors
   A. Benign
   B. Malignant
   D. Diagnosis
V. Other diseases
   A. Muscular dystrophy
   B. Systemic lupus erythematosis
   C. Systemic sclerosis (scleroderma)
VI. Special considerations
   A. Casting
   B. Open reduction
   C. Traction
   D. Amputation

UNIT XI: Nursing Care of the Patient with Diseases or Disorders of the Central Nervous System

PERFORMANCE OBJECTIVE: Given a patient experiencing diseases or disorders of the central nervous system, assist with assessing, planning, implementing, and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

11.1 Match appropriate terms and definitions.
11.2 Match correct descriptions and names of diagnostic tests.
11.3 Provide nursing care for patients undergoing diagnostic tests.
11.4 Match descriptions of the diseases or disorders of the central nervous system with the appropriate name.
11.5 Provide nursing care for the neurological patient.
11.6 Identify the levels of consciousness.
11.7 Describe nursing responsibilities for the central nervous system diseases caused by infection.
11.8 Discuss the degenerative diseases of the central nervous system.
11.9 Discuss the convulsive disorders of the central nervous system.
11.10 Differentiate between the main types of seizures associated with epilepsy.
11.11 Discuss nursing responsibilities for the patient with a head injury.
11.12 Discuss nursing responsibilities for the patient having brain surgery.
11.13 Provide nursing care for the patient with a spinal cord injury.
11.14 Provide nursing care for the patient with a ruptured intervertebral disc.
11.15 Demonstrate the ability to:
- a. Logroll a patient
- b. Assist with performing a neurocheck
- c. Assist with a lumbar puncture
- d. Recognize symptoms of increased intracranial pressure

UNIT XI: Nursing Care of the Patient with Diseases or Disorders of the Central Nervous System

CONTENT:

I. General information
   A. Terms and definitions
   B. Structure and function
   C. Diagnostic tests and procedures
   D. Nursing responsibilities for diagnostic tests
   E. Abnormal levels of consciousness
II. Diseases and disorders
   A. Inflammatory conditions
      1. Meningitis
      2. Encephalitis
      3. Poliomyelitis
      4. Others
   B. Degenerative diseases
      1. Multiple sclerosis
      2. Parkinson's disease
      3. Myasthenia gravis
      4. Others
   C. Convulsive disorders
      1. Febrile seizures
      2. Epilepsy
      3. Brain damage seizures
      4. Others
   D. Head injuries
   E. Increased intracrainal pressure
   F. Neuritis and neuralgia
      1. Polyneuritis
      2. Sciatic neuralgia
      3. Trigeminal neuralgia
      4. Bell's palsy
      5. Others
   G. Injuries to the spinal cord
   H. Ruptures intervertebral disc
   I. Brain tumors
   J. Spinal cord tumors
III. Special considerations
   A. Nursing responsibilities for the neurological patient
   B. Neurocheck

UNIT XII: Nursing Care of the Patient with Diseases or Disorders of the Endocrine System

PERFORMANCE OBJECTIVE: Given a patient experiencing a disease or disorder of the endocrine system, assist with assessing, planning, implementing and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

12.1 Match terms to the correct definitions.
12.2 Describe diagnostic tests.
12.3 Provide nursing care for the patient undergoing diagnostic tests.
12.4 Discuss the disorders or diseases of the thyroid.
12.5 Describe characteristics and predisposing factors of diabetes mellitus.
12.6 Discuss classical and additional symptoms of diabetes mellitus.
12.7 Discuss complications of diabetes mellitus.
12.8 Differentiate between the signs and symptoms of diabetic acidosis and hypoglycemia.
12.9 Provide nursing care for the patient with an endocrine disorder.

UNIT XII: Nursing Care of the Patient with Diseases or Disorders of the Endocrine System

CONTENT:

I. General information
   A. Terms and definitions
   B. Review structure and function
   C. Diagnostic tests
II. Diseases of the thyroid
   A. Simple or endemic goiter
   B. Hyperthyroidism
   C. Hypothyroidism
   D. Thyroid tumors
III. Diabetes Mellitus
   A. Characteristics
   B. Predisposing factors
   C. Types
   D. Complications
   E. Diabetic acidosis
   F. Hypoglycemia
IV. Other endocrine diseases
   A. Giantism
   B. Acromegaly
   C. Diabetes insipidus
   D. Hyperparathyroidism
   E. Hypoparathyroidism
   F. Addison's disease
   G. Cushing's syndrome
   H. Others

UNIT XIII: Nursing Care of the Patient with Diseases or Disorders of the Urinary System

PERFORMANCE OBJECTIVE: Given a patient experiencing a disease or disorder of the urinary system, assist with assessing, planning, implementing and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

13.1 Define terms on vocabulary sheet.
13.2 List symptoms common to diseases and disorders of the urinary system.
13.3 List observations of urine and urinary output.
13.4 Match the names of the diagnostic procedures and their descriptions.
13.5 Discuss the purposes for cystoscopy.
13.6 Describe cystitis.
13.7 Describe the types of nephritis.
13.8 Discuss renal calcucli.
13.9 Discuss urethral strictures.
13.10 Describe tumors of the urinary system.
13.11 Describe complications of trauma to the organs of the urinary system.
13.12 Discuss the symptoms of renal failure.
13.13 Describe the underlying principles of treatment and nursing care of a patient in renal failure.
13.14 Provide nursing care to the patient with diseases or disorders of the urinary system.
13.15 Identify the types of dialysis.

UNIT XIII: Nursing Care of the Patient with Diseases or Disorders of the Urinary System

CONTENT:

I. General information
   A. Terms and definitions
   B. Review structure and function
   C. Common symptoms
   D. Psychosocial care
   E. Observing and recording output
   F. Diagnostic tests
II. Infections
   A. Cystitis
   B. Pyelonephritis
   C. Others
III. Nephritis (Bright's Disease)
IV. Obstructions
   A. Renal calculi
   B. Uretheral strictures
   C. Others
V. Tumors
VI. Traumas
VII. Renal failure
VIII. Nephrosis
IX. Nephroptosis
X. Polycystic disease
XI. Special considerations
   A. Incontinence
   B. Catheters
   C. Cystoscopy
   D. Surgical procedures
   E. Dialysis

UNIT XIV: Nursing Care of the Patient with Diseases or Disorders of the Reproductive System

PERFORMANCE OBJECTIVE: Given a patient experiencing a disease or disorder of the reproductive system, assist with assessing, planning, implementing and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

14.1 Match terms and definitions.
14.2 Discuss disorders of the male reproductive system.
14.3 Assist with gynecological examinations.
14.4 List the diagnostic tests for disorders of the female reproductive system.
14.5 Discuss disturbances of menstrual function.
14.6 Describe infectious diseases of the female reproductive system.
14.7 Match the correct definitions to the types of surgery and abnormalities of the female reproductive system.
14.8 Discuss symptoms and treatment of benign tumors.
14.9 Discuss cancer of the reproductive system.
14.10 Describe preoperative and postoperative nursing care for the patient having surgery of the reproductive system.
14.11 Discuss the principles of breast self-examination.
14.12 Discuss venereal disease.
14.13 Provide nursing care for the patient with a disorder of the reproductive system.

UNIT XIV: Nursing Care of the Patient with Diseases or Disorders of the Reproductive System

CONTENT:

I. Male reproductive system
   A. General information
      1. Terms and definitions
      2. Review structure and function
      3. Diagnosis
   B. Diseases and disorders of the prostate
      1. Prostatitis
      2. Benign prostatic hypertrophy
      3. Cancer
   C. Disorders of the testes and their adjacent structures
      1. Epididymitis
      2. Orchitis
      3. Hydrocele
      4. Varicocele
      5. Cancer of the testes

II. Female reproductive system
   A. General information
      1. Terms and definitions
      2. Review structure and function
      3. Gynecological examination
      4. Diagnostic tests
   B. Disturbances of menstrual function
   C. Infections
   D. Endometriosis
   E. Benign tumors
   F. Cancer
      1. Cervix
      2. Uterus
   G. Special considerations
      1. Vaginal surgery

III. Breast diseases
   A. General information
      1. Terms and definitions
      2. Review structure and function
      3. Diagnostic tests
   B. Nonmalignant diseases
   C. Cancer
   D. Special considerations
      1. Breast self-examination
      2. Surgery

IV. Venereal infections
   A. General information
      1. Terms and definitions
      2. Incidence
   B. Gonorrhea
   C. Syphilis
   D. Granuloma inguinale
   E. Herpes progenitalis

UNIT XV: Nursing Care of the Patient with Diseases or Disorders of the Integumentary System

PERFORMANCE OBJECTIVE: Given a patient experiencing a disease or disorder of the integumentary system, assist with assessing, planning, implementing and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

15.1 Match terms to the correct definitions.
15.2 Compare the open and closed methods of treating burns.
15.3 Discuss the feelings of a patient scheduled for plastic surgery.
15.4 Provide nursing care for patients with dermatologic conditions.

UNIT XV: Nursing Care of the Patient with Diseases or Disorders of the Integumentary System

CONTENT:

I. Skin diseases and disorders
   A. General information
      1. Terms and definitions
      2. Review structure and function
      3. Diagnosis
      4. Common lesions
   B. Bacterial infections
      1. Furuncles, carbuncles and furunculosis
      2. Erysipelas
      3. Streptococcal pyoderma
   C. Viral infections
      1. Warts
      2. Herpes simplex
      3. Herpes Zoster
   D. Fungal infections
      1. Athletes foot (tinea pedis)
      2. Tinea capitis
   E. Noninfectious disorders
      1. Psoriasis
      2. Acne vulgaris
      3. Dermatitis
      4. Eczema
   F. Malignant and precancerous lesions

II. Burns
   A. General information
      1. Terms and definitions
      2. Psychosocial impact
   B. Types
   C. Rule of nines
   D. Emergency treatment
   E. Special considerations
      1. Isolation
      2. Surgical procedures

UNIT XVI: Nursing Care of the Patient with Diseases or Disorders of the Eye or Ear

PERFORMANCE OBJECTIVE: Given a patient experiencing a disease or disorder of the eye or ear, assist with assessing, planning, implementing, and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

16.1 Match terms and definitions.
16.2 Identify ways of maintaining health practices to protect the eyes and ears.
16.3 Identify the diagnostic tests used to diagnose disorder of eye.
16.4 List common visual defects.
16.5 Discuss diseases and disorders of the eyes and ears.
16.6 Provide preoperative and postoperative nursing care for the patient having eye or ear surgery.
16.7 Identify guidelines for caring for a blind or partially-sighted person.
16.8 Identify guidelines for caring for a patient with a hearing impairment.
16.9 Provide nursing care for the patient with diseases or disorders of the eye and ear.

UNIT XVI: Nursing Care of the Patient with Diseases or Disorders of the Eye or Ear

CONTENT:

I. Diseases and disorders of the eye
   A. Terms and definitions
   B. Review structure and function
   C. Hygiene
   D. Examinations
   E. Diagnostic tests
   F. Errors in refraction
   G. Infections of the eye
   H. Noninfectious conditions
   I. Eye injuries
   J. Special considerations
      1. Eye surgery
      2. Visually impaired persons

II. Diseases and disorders of the ear
   A. Terms and definitions
   B. Review structure and function
   C. Ear care
   D. Hearing loss
   E. Hearing impaired person
   F. Diagnostic tests and examinations
   G. Disorders of the external ear
   H. Disorders of the middle ear
   I. Disorders of the inner ear

III. Nursing care of the patient with a disease or disorder of the eye or ear

IV. Agencies for those with impaired hearing or sight

UNIT XVII: Nursing Care of the Patient in Rehabilitation

PERFORMANCE OBJECTIVE: Given a patient in rehabilitation, assist with assessing, planning, implementing, and evaluating nursing care and related patient teaching according to agency policy and nursing standards.

STUDENT BEHAVIORS:

17.1 Match terms related to this unit to the correct definitions.
17.2 Discuss the philosophy of rehabilitation.
17.3 List members of the rehabilitation team.
17.4 Identify factors influencing rehabilitation.
17.5 Name aids useful to the patient in rehabilitation.
17.6 Develop a nursing care plan for a chosen patient requiring rehabilitation.
17.7 Describe the role of the LPN in rehabilitation.

UNIT XVII: Nursing Care of the Patient in Rehabilitation

CONTENT:

A. Terms and definitions
B. Incidence of disability
C. Philosophy of rehabilitation
D. Rehabilitation team
    1. Functions
E. Factors influencing success of rehabilitation process
    1. Age
    2. Onset
    3. Prognosis
    4. Previous personality
    5. Intelligence and motivation
    6. Aptitude and interest
    7. Degree of physical dependency
    8. Psychological environment
    9. Physical environment
    10. Economic conditions
    11. Social expectations
    12. Community resources
F. Aids to rehabilitation
    1. Movement assistance
    2. Sensory assistance
    3. Prostheses
    4. Comfort and/or safety assistance
    5. Role of the LPN in rehabilitation

COURSE TITLE: Drug Therapy*

DESCRIPTION OF COURSE: Drug therapy is designed to provide basic information relevant to the preparation and administration of medications prescribed by the physician. In this course, the student will practice giving medication under the supervision of an instructor.

TERMINAL OBJECTIVE: Given a patient and physician's orders, the practical nursing student will safely administer prescribed medications in accordance with the law, agency policy, and nursing standards.

TABLE OF CONTENTS:

Course Title
Description of Course
Terminal Objective
References
Suggested Learning Activities
Course Content
- Unit I - Introduction to Pharmacology
- Unit II - Responsibilities of the LPN in the Administration of Medications
- Unit III - Weights, Measures, Abbreviations, and Dose Computation
- Unit IV - Drug Effects
- Unit V - Medication Administration
- Unit VI - Administration of Parenteral Medication
- Unit VII - Care of Patients Receiving an Intravenous Infusion
- Unit VIII - Other Methods Used to Administer Medications
- Unit IX - Principles of Charting Medications
- Unit X - Classifications of Medications According to Main Physiological Action

* Chairpersons - Pat Lewallen and Melanie Smith

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SUGGESTED LEARNING ACTIVITIES:

1. Vocabulary games
2. Self-paced instructional module (learning packet)
3. Listen to lecture
4. Participate in discussion (panel and group)
5. Collect and read drug inserts
6. Prepare and/or give assigned student reports
7. Take field trip to drug manufacturing plant when possible
8. Participate in role playing - ethical responsibilities
9. View slide presentation
10. View filmstrips
    a. Trainex Corp., Box 116, Garden Grove, Ca., 92642
    b. Concept Media, 1500 Adams Ave., Costa Mesa, Ca., 92626
11. Develop a medication administration Kardex
12. Listen to guest speakers, such as:
    a. Hospital lawyer discussing nursing responsibilities in medication administration
    b. Pharmacist
13. View films
    a. "Techniques of Parenteral Injections", American Journal of Nursing Co. Film Library, 267 W. 25th St., New York, N.Y., 10010
    b. "Treatment of Acute Drug Overdose", Eli Lilly Co., (See local representative)
14. Prepare assigned displays
15. Prepare or view a demonstration
16. Participate in math drills
17. View transparencies
18. Participate in review session
19. Complete textbook assignments
20. Prepare a bulletin board
21. Use models for practice
22. Solve math problems
23. Lab practice
    a. Write medicine cards from physician's orders
    b. Measure drugs using appropriate equipment
24. Participate in math games
25. Take test for evaluation
26. Take arithmetic pretest
27. Prepare drug cards
28. Demonstrate administration (preparation, giving, patient observation, and recording) of medications under supervision
29. Tour hospital pharmacy

UNIT I: Introduction to Pharmacology

PERFORMANCE OBJECTIVES:

1. Given a list of selected medications, utilize a drug reference book to differentiate between generic and trade names of the drug.
2. Given a list of selected medications, describe the common uses of the drugs according to standard reference material.

STUDENT BEHAVIORS:

1.1 Match terms associated with introductory pharmacology to the correct definition.
1.2 Differentiate between official and unofficial drug reference publications.
1.3 List purposes for which drugs are used.
1.4 Name an example of each of the four major sources of drugs.
1.5 Differentiate between generic and trade names of a drug.
1.6 Explain the importance of major Federal drug control laws and explain why they are important.
1.7 Describe briefly the forms of drugs.

UNIT I: Introduction to Pharmacology

CONTENT:

A. Terms and definitions
B. Drug references
    1. Official references or legal standard books for drugs
        a. United States Pharmacopeia (U.S.P.)
        b. National Formulary (N.F.)
    2. Unofficial sources of drug information
        a. New drugs
        b. Hospital formulary
        c. Physician's Desk Reference
        d. Nursing journals
        e. Pharmacology textbooks
        f. Drug inserts
C. Purposes of drugs
    1. Diagnosis
    2. Therapeutic
    3. Prophylactic
D. Sources of drugs
    1. Plants
    2. Animals
    3. Minerals
    4. Synthetic
E. Names of drugs
    1. Chemical
    2. Generic
    3. Trade
F. Laws influencing drug control
    1. Food and Drug Administration
    2. Federal Food, Drug, and Cosmetic Act
    3. Harrison Narcotic Act
    4. Comprehensive Drug Abuse, Prevention, and Control Act of 1970
    5. Others
G. Forms of drugs
    1. Solid
        a. Extract
        b. Powder
        c. Pill
        d. Capsule
        e. Tablet
        f. Suppository
        g. Ointment
        h. Lozenge
    2. Liquid
        a. Fluid extract
        b. Tincture
        c. Spirit
        d. Syrup
        e. Elixir
        f. Suspension
        g. Milk
        h. Emulsion
        i. Liniment
        j. Lotion
    3. Others

UNIT II: Responsibilities of the Licensed Practical Nurse in the Administration of Medications

PERFORMANCE OBJECTIVE: Given a clinical situation in which the LPN is required to administer medication, discuss the ethical responsibilities of a nurse giving medicine as described by hospital policy, law, and nursing standards.

STUDENT BEHAVIORS:

2.1 Discuss the accountability of a licensed practical nurse when administering a medication.
2.2 Discuss the control of narcotics and nursing responsibility according to the law.
2.3 Inventory a supply of narcotics without error in count or volume. (V-TECS P.O.104)
2.4 List ethical responsibilities considered by the licensed practical nurse when administering medications.
2.5 Explain the problems associated with self-prescribed medication.
2.6 List differences in the preparation and administration of medications to pediatric, adolescent, and geriatric patients.

UNIT II: Responsibilities of the Licensed Practical Nurse in the Administration of Medications

CONTENT:

A. Accountability
   1. Legal responsibilities of the LPN
   2. Negligence
   3. Responsibility associated with physician's orders
   4. Malpractice
B. Control of narcotics and medications
   1. Records
   2. Narcotic inventory - Narcotic Control Act
C. Ethical responsibilities
D. Self-prescription of medications
E. Medications - specifics for administration to different ages
   1. Infants and children
   2. Adolescents
   3. Geriatric

UNIT III: Weights, Measures, Abbreviations and Dose Computation

PERFORMANCE OBJECTIVE: Given a physician's order for medication, solve mathematical computations relevant to medication preparation using the metric, apothecary, and household measures.

STUDENT BEHAVIORS:

3.1 Match a list of terms to the correct definition.
3.2 Compare differences between the apothecary, household, and metric system.
3.3 List prefixes and unit symbols of the metric system using dry and liquid volumes.
3.4 List unit symbols of the apothecary system using dry and liquid volumes.
3.5 List unit symbols of the household system using dry and liquid volumes.
3.6 Convert from one measure to another within the same system and between systems.
3.7 Compute fractional dosages of a tablet.
3.8 Solve problems dealing with dosages.

UNIT III: Weights, Measures, Abbreviations, and Dose Computation

CONTENT:

A. Arithmetic pretest and/or review
B. Terms and definitions (include abbreviations)
C. Systems of measurement
    1. Apothecary
    2. Metric
    3. Household
D. Metric system
E. Apothecary system
F. Household system
G. Equivalent measures
    1. Weight
    2. Volume
    3. Formulas for conversion
H. Computing fractional dosage of a tablet
I. Formulas

UNIT IV: Drug Effects

PERFORMANCE OBJECTIVE: Given a selected list of medications, describe the effects according to accepted drug references.

STUDENT BEHAVIORS:

4.1 Match terms associated with the effects of drugs to the correct definitions.
4.2 Define general purposes of medications.
4.3 List patient factors that may influence the selection of a medication.
4.4 List drug factors that may influence the selection of a medication.
4.5 Explain how the method and time of administration as well as the dosage and excretion will affect the selection of a medication.
4.6 List methods of administration to achieve a local effect.
4.7 List methods of administration to achieve a systemic effect.
4.8 Define types of drug actions.
4.9 Define a placebo.

UNIT IV: Drug Effects

CONTENT:

A. Terms and definitions
B. General purposes for which drugs are administered
    1. Prevention or prophylaxis
    2. Diagnosis
    3. Therapeutic
C. Patient factors influencing drug selection
    1. Age, Sex and Weight
    2. Physical condition
    3. Tolerance
    4. Idiosyncrasy and hypersensitivity
    5. Occupation
    6. Others
D. Drug factors influencing drug selection
    1. Purpose
    2. Physical and chemical properties
    3. Rate of absorption and excretion
    4. Rate and amount of metabolism
    5. Possibility of addiction
    6. Drug combinations and interactions
    7. Others
E. Other factors influencing the effect of drugs
    1. Method of administration
    2. Time of administration
    3. Dosage of medication
F. Administration to achieve a local effect
    1. Skin
    2. Mucous membranes
    3. Other
G. Administration to achieve a systemic effect
    1. Alimentary canal
    2. Parenteral
    3. Others
H. Types of drug action
I. Placebo effect
J. Toxic effects

UNIT V: Medication Administration

PERFORMANCE OBJECTIVE: Given a patient and physician's orders, prepare medications for oral administration according to nursing standards and agency policy.

STUDENT BEHAVIORS:

5.1 Discuss nursing responsibility in relation to drug orders.
5.2 List items to be expected in a physician's order.
5.3 Match terms relating to solutions with the correct definition.
5.4 List the five rights of administering drugs.
5.5 List rules helpful in preparing medications.
5.6 List safety measures to follow when giving medications.
5.7 Write medication cards from the physician's orders.
5.8 Demonstrate pouring medications, administering medications, and charting medications. (V-TECS, P.O.75)

UNIT V: Medication Administration

CONTENT:

A. Nursing responsibility in relation to drug orders
B. Terms and definition - solutions
C. Five "rights" of administering medication
D. Rules for preparing medications
E. Safety measures
F. Physician's order sheet
    1. Information necessary for medicine cards
    2. Information necessary for prescriptions

UNIT VI: Administration of a Parenteral Medication

PERFORMANCE OBJECTIVE: Given a patient and physician's orders, prepare and administer intradermal, intramuscular, subcutaneous, or Z-tract injections. The procedure will be evaluated according to a performance checklist. All checklist items must be rated "acceptable".

STUDENT BEHAVIORS:

6.1 Match terms relating to syringes and needles with the correct definition.
6.2 List types of syringes used for injections.
6.3 List the ranges of size and length of needles used for injections.
6.4 List four factors affecting the selection of needles and syringes.
6.5 Match terms related to parenteral medications with the correct definitions.
6.6 Identify four methods of administration by injection and sites used for each type.
6.7 List factors influencing the use of each site.
6.8 Demonstrate an ability to:
    a. Locate injection sites
    b. Prepare and administer a medication either subcutaneously, intradermally, intramuscularly, or using Z-track technique. (V-TECS, P.O.76)

UNIT VI: Administration of a Parenteral Medication

CONTENT:

A. Terms and definitions relating to syringes and needles
B. Types of syringes used for injections
    1. Components of a syringe
    2. Standard
    3. Insulin
    4. Tuberculin
    5. Cartridge
C. Needles - size and lengths
D. Selection of syringes and needles
E. Terms and definitions
F. Methods of administration by injection
    1. Subcutaneous
    2. Intradermal
    3. Intramuscular
    4. Z-track
G. Sites used for injection
H. Factors which influence selection of the site of administration
    1. Rapidity of effect desired
    2. Absorption period desired
    3. Amount of drug
    4. Chemical and physical properties of the drug
    5. Patient's condition

UNIT VII: Care of Patients Receiving an Intravenous Infusion

PERFORMANCE OBJECTIVE: Provided a patient in which an intravenous infusion is in progress and physician's orders, regulate the IV infusion to the prescribed number of drops per minute. (V-TECS, P.O.111)

STUDENT BEHAVIORS:

7.1 Match terms associated with intravenous infusions to the correct definitions.
7.2 Identify purposes of intravenous and hypodermoclysis infusions.
7.3 List precautions for the administration of infusions.
7.4 List adverse effect of intravenous administration.
7.5 Discuss the monitoring of an intravenous administration.
7.6 Regulate the rate of flow for an intravenous infusion.
7.7 List three special factors concerning the administration of blood and blood products.

UNIT VII: Care of Patients Receiving an Intravenous Infusion

CONTENT:

A. Terms and definitions
B. Purpose
C. Precautions
D. Patient observation
E. Monitoring infusions
F. Regulating intravenous flow
G. Monitoring blood and blood products
    1. Observe for blood reactions
    2. Nursing actions

UNIT VIII: Other Methods used to Administer Medications

PERFORMANCE OBJECTIVE: Given a patient and physician's orders, administer sublingual or buccal medications, medicated wet dressings, vaginal medications, rectal medication, and eye, ear, and nose medications. The student will demonstrate these abilities and be evaluated by a checklist.

STUDENT BEHAVIORS:

8.1 Match terms associated with other methods of administration to the correct definition.
8.2 List reasons for a local application.
8.3 Identify uses for sublingual and buccal medications.
8.4 Give an example of sublingual and buccal medications.
8.5 List a method of application, purpose, and example of each type of local application.
8.6 Identify forms of rectal medication and give a purpose of each.
8.7 Give an example of rectal medication.
8.9 Demonstrate preparation and administration of:
    a. Sublingual and buccal medications
    b. Ointments and lotions
    c. Medicated wet dressings
    d. Vaginal medications (V-TECS, P.O.79)
    e. Rectal suppository (V-TECS, P.O.78)
    f. Eye, Ear or Nose medications

UNIT VIII: Other Methods used to Administer Medications

CONTENT:

A. Terms and definitions
B. Purposes of local applications
    1. Anesthetic
    2. Astringent
    3. Antiseptic
    4. Counterirritant
    5. Systemic Effect
C. Purposes of sublingual and buccal medications
D. Local applications
    1. Ointments
    2. Lotions
    3. Medicated or wet dressings
    4. Instillations of eye, ear, or nose
E. Rectal medications
    1. Suppositories
    2. Ointments
    3. Liquids
F. Vaginal medications

UNIT IX: Principles of Charting Medications

PERFORMANCE OBJECTIVE: Given a patient and physician's orders, prepare, administer, and accurately chart a medication according to agency policy and nursing standards.

STUDENT BEHAVIORS:

9.1 Chart essential information after giving oral medications.
9.2 Chart essential information after giving suppositories.
9.3 Chart essential information after giving an intramuscular or subcutaneous injection.
9.4 Demonstrate charting relating to administration of an intravenous infusion.
9.5 List essential information to be recorded on the narcotic record and patient's chart.
9.6 Identify information to chart when medications are not given.
9.7 Chart medications.

UNIT IX: Principles of Charting Medications

CONTENT:

A. Charting medications
   1. Oral
   2. Suppositories
   3. Parenteral
   4. Narcotics
   5. Others
B. Charting medications not given
C. Charting P.R.N. medications

UNIT X: Classifications of Medications According to Main Physiological Action

PERFORMANCE OBJECTIVE: Given a physician's medication order, identify the medication's main physiological action according to an accepted reference book.

STUDENT BEHAVIORS:

10.1 Identify the action of antiseptics and disinfectants.
10.2 List three subgroups of anti-infective by main physiological action.
10.3 Identify subgroups of biologicals.
10.4 Identify expected therapy outcomes, average adult dosage, side-effects, and special nursing actions of selected drugs used in treatment of diseases/disorders of the nervous system.
10.5 Identify expected therapy outcomes, average adult dosage, side-effects, and special nursing actions of selected drugs used to treat diseases/disorders of the muscular-skeletal system.
10.6 Identify expected therapy outcomes, average adult dosage, side-effects, and special nursing actions of selected drugs used to treat diseases/disorders of the endocrine system.
10.7 Identify expected therapy outcomes, average adult dosage, side-effects, and special nursing actions of selected drugs used to treat diseases/disorders of the cardiovascular system.
10.8 Identify expected therapy outcomes, average adult dosage, side-effects, and special nursing actions of selected drugs used to treat diseases/disorders of the gastro-intestinal system.
10.9 Identify expected therapy outcomes, average adult dosage, side-effects, and special nursing actions of selected drugs used to treat diseases/disorders of the respiratory system.
10.10 Identify expected therapy outcomes, average adult dosage, side-effects, and special nursing actions of selected drugs used to treat diseases/disorders of the urinary system.
10.11 Identify the expected outcomes of vitamin and mineral therapy.
10.12 Describe the expected outcomes, side-effects, and special nursing actions of drugs used to treat neoplastic disease.
10.13 Identify selected drugs in the miscellaneous class by their main physiological action.

UNIT X: Classifications of Medications According to Main Physiological Action

CONTENT:*

A. Antiseptics and disinfectants
B. Inti-infectives
    1. Sulfonamides
    2. Antibiotics
    3. Specific anti-infectives
C. Biologicals
    1. Allergens
    2. Serums
    3. Toxoids
    4. Vaccines
D. Nervous system drugs
    1. Stimulant
    2. Depressants
        a. Intoxicants
        b. Sedatives
        c. Tranquilizers
        d. Anesthetics
        e. Anticonvulsants
E. Muscular-skeletal system drugs
    1. Skeletal muscle relaxants
    2. Analgesics
    3. Collagen and metabolic
    4. Parkinson's disease
F. Circulatory system drugs
    1. Vasodialators
    2. Cardiotonics
    3. Cardiac depressants
    4. Blood substitutes
    5. Sclerosing agents
    6. Anticoagulants
    7. Coagulants
G. Gastrointestinal drugs
    1. Antacids
    2. Emetics
    3. Antiemetics
    4. Digestants
    5. Antidiarrheics
    6. Cathartics
    7. Antisecretory
H. Metabolic drugs
I. Respiratory system drugs
    1. Stimulants
    2. Bronchial dilators
    3. Antitussive agents

*Instructors may want to add specific medications used in their institutions as listed in the hospital formulary.

J. Urinary system agents
   1. Acidifiers and alkalinizers
   2. Antiseptics
   3. Diuretics
K. Vitamins and minerals
L. Miscellaneous
   1. Anorexics
   2. Antipyretics
   3. Anthelminitics
   4. Detoxifying agents
   5. Biological debridement
   6. Thyroid inhibiters
   7. Radioactive drugs
   8. Oral hypoglycemics
   9. Antineoplastics
   10. Antihistamines

COURSE TITLE: Maternity Nursing*

DESCRIPTION OF COURSE: Maternity Nursing is designed to provide the student with knowledge, understanding, and nursing skills related to the needs of women during all phases of childbearing including the welfare and care of the neonate and other family members. The principles of prenatal, perinatal, postnatal and neonatal care remain constant, and pregnancy and birth are viewed as a part of the normal life cycle. Planned clinical experiences are correlated with theory. The student has the opportunity to observe and participate in the care given the mother in the hospital during labor, delivery, the puerperium, and the care of the newborn infant in the hospital nursery. Abnormal conditions of pregnancy and disorders of the newborn are presented and experiences are provided opportunistically. The student is introduced to available community resources that may assist the mother in meeting her needs and solving her problems. Maternity Nursing is built upon theory taught in Structure and Function of the Reproductive System, and is correlated with Nutrition, Drug Therapy and Nursing Skills.

TERMINAL OBJECTIVE: Given a variety of clinical situations involving the obstetrical patient and/or newborn, and other family members, the practical nursing student will assist in giving basic nursing care according to pre-established hospital procedure and nursing practice.

TABLE OF CONTENTS:

Course Title
Description of Course
Terminal Objective
References
Suggested Learning Activities
Course Content
- Unit I - Introduction to Maternity Nursing
- Unit II - Pregnancy and Prenatal Care
- Unit III - Nursing Care of the Patient in Labor (1st Stage)
- Unit IV - Nursing Care of the Patient in Labor (2nd and 3rd Stage)
- Unit V - Nursing Care of the Postpartum Patient
- Unit VI - Nursing Care of the Normal Newborn
- Unit VII - Nursing Care of the Premature Infant
- Unit VIII - Nursing Care of the Newborn with Abnormalities

*Chairperson - Nancy Mosca

REFERENCES:

1. Anderson, Betty, and P. Shapiro. Obstetrics for the Nurse. Albany, New York: Delmar Publications, 1979.

2. Bethea, Doris. Introductory Maternity Nursing. 3rd ed. Philadelphia: J.B. Lippincott, 1979.

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4. Hamilton, Persis M. Basic Maternity Nursing. 4th ed. St. Louis: C.V. Mosby, 1979.

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6. Jensen, Margaret, Ralph Benson, and Irene Babak. Maternity Care. St. Louis: C.V. Mosby, 1978.

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8. Mid-America Vocational Curriculum Consortium. State Department of Vocational and Technical Education Curriculum and Instructional Materials Center, 1515 West Sixth Ave., Stillwater, Oklahoma, July, 1978.

SUGGESTED LEARNING ACTIVITIES:

1. Vocabulary games
2. Read handouts
3. Participate in discussion (panel and group)
4. Prepare a written summary and/or care study
5. View filmstrips
   1. Trainex Corp., P.O. Box 116, Garden Grove, Ca., 92642
   2. Concept Media, 1500 Adams Ave., Costa Mesa, Ca., 92626
6. Give verbal reports
7. Prepare skits
8. Develop a nursing care plan
9. Observe a maternity clinic
10. Visit family planning clinic
11. Study charts
12. Perform demonstration
13. Participate in role playing
14. Listen to lectures
15. View transparencies
16. Complete textbook assignments
17. Participate in group activities
18. Present demonstrations
19. Review
20. Take tests for evaluation
21. Participate in clinical experience
22. View films* (list follows)

* Films

1. "Story of Eric", Centre Films, 1103 North El Centro, Hollywood, Ca., 90038
2. "Modern Obstetrics: Normal Delivery," Ortho Pharmaceutical Corp.
3. "Modern Obstetrics: Postpartum Hemorrhage," Ortha Pharmaceutical Corp.
4. "Birth Without Violence," New Yorker Films, 43 West 61st Street, New York, N.Y., 10023
5. "Baths and Babies," Johnson and Johnson, 501 George St., New Brunswick, N.Y., 08903
6. "Congenital Heart Defects," Virginia Heart Association, Richmond, VA

UNIT I: Introduction to Maternity Nursing

PERFORMANCE OBJECTIVES:

1. Without reference to resource material, discuss the historical events and current concepts in maternal care in accordance with the criteria established for this unit.
2. Given diagrams of the male and female reproductive system, identify the parts and discuss the physiology of the system in accordance with predetermined criteria.

STUDENT BEHAVIORS:

1.1 Match the terms to the correct definitions.
1.2 Discuss historical events and current trends in maternal and infant mortality rates.
1.3 Discuss changing concepts of maternity care.
1.4 Describe the aims of maternity care.
1.5 List the parts of the male and female reproductive systems.
1.6 Describe the physiology of the male and female reproductive systems.
1.7 Discuss the menstrual cycle and identify the phases and hormonal activities.
1.8 Describe the steps of conception.

UNIT I: Introduction to Maternity Nursing

CONTENT:

A. Selected list of terms
B. Historical persons and events
    1. Primitive people
    2. Ancient civilizations
    3. Middle ages
    4. Obstretrics in 19th and 20th century
        a. Puerperal sepsis
        b. Anesthesia
        c. Hospital delivery and care
        d. Prenatal care
        e. Vital statistics
C. Current trends
    1. Rooming in
    2. Prepared child birth
    3. Birthing room
    4. Emerging trends
D. Changing concepts in maternity care
    1. Family centered maternity care
    2. Changing nursing roles
        a. Nurse - midwife
        b. Maternity nurse
    3. Team approach to maternity nursing
E. Structure and function of the male reproductive system
F. Structure and function of the female reproductive system
G. Conception

UNIT II: Pregnancy and Prenatal Care

PERFORMANCE OBJECTIVE: Given a variety of obstetrical patient situations, assist in assessing, planning, implementing, and evaluating nursing care in accordance with standards of nursing and agency policy.

STUDENT BEHAVIORS:

2.1 Match terms associated with pregnancy and prenatal care to the correct definition.
2.2 Discuss the probable and presumptive signs and symptoms of pregnancy.
2.3 Describe positive signs of pregnancy.
2.4 Determine the expected date of delivery using Naegele's rule.
2.5 Describe the normal physiological changes that occur during pregnancy.
2.6 Discuss the functions of the placenta and umbilical cord.
2.7 Identify the major characteristics of the developing fetus.
2.8 List factors which contribute to a healthy attitude toward pregnancy.
2.9 Describe prenatal care concerning medical care, mental hygiene, physical hygiene, nutrition, and community agencies.
2.10 Discuss the causes and treatment of discomforts of pregnancy.
2.11 Discuss the causes and treatment of complications of pregnancy.

UNIT II: Pregnancy and Prenatal Care

CONTENT:

A. Terms and definitions
B. Signs and symptoms
    1. Presumptive
    2. Probable
    3. Positive
C. Major physical changes in the body systems during pregnancy
D. Fetal development and supportive structures
    1. Major developments
    2. Placenta
    3. Umbilical cord
E. Prenatal care
    1. Definition and purpose
    2. Medical care
    3. Mental hygiene
    4. Physical hygiene
    5. Nutrition
    6. Community agencies
F. Discomforts
    1. Nausea and vomiting
    2. Urinary frequency
    3. Backache
    4. Varicose veins
    5. Dyspnea
    6. Vaginal discharge
    7. Leg cramps
    8. Others
G. Complications of pregnancy
    1. Hyperemesis gravidarum
    2. Hemorrhagic
        a. Abortions
        b. Ectopic pregnancy
        c. Abruptio placenta
        d. Placenta previa
    3. Toxemias
        a. Pre-eclampsia
        b. Eclampsia
    4. Premature labor
    5. R.H. incompatibility
    6. High risk pregnancy
        a. Teenage pregancy
        b. Middle age pregnancy
        c. Diabetic
        d. Heart disease
        e. Infectious disease
        f. Diagnostic studies
H. Special problems
    1. Socioeconomic
    2. Cultural factors
    3. Substance abuse

UNIT III: Nursing Care of the Patient in Labor (1st Stage)

PERFORMANCE OBJECTIVE: Given an obstetrical patient in labor, assist in assessing, planning, implementing, and evaluating nursing care in accordance with nursing standards and agency policy.

STUDENT BEHAVIORS:

3.1 Match terms associated with labor to the correct definitions.
3.2 Discuss the three stages of labor.
3.3 List the signs of approaching labor.
3.4 Compare true labor and false labor.
3.5 Discuss the first stage of labor.
3.6 List the admitting procedures for the obstetrical patient.
3.7 Discuss maternal danger signals.
3.8 Discuss fetal danger signals.
3.9 Describe characteristics, causes, and treatments for complications of labor and delivery in relation to nursing responsibilities.
3.10 List indications, complications, and nursing responsiblities for induction of labor.
3.11 Write an obstetrical care study.
3.12 Demonstrate an ability to:
  a. Perform perineal prep
  b. Time uterine contractions (V-TECS, P.O.118)
  c. Monitor the fetal heartrate (V-TECS, P.O.101)
  d. Monitor vital signs (V-TECS, P.O.115,116,117)
3.13 Practice in clinical setting under supervision.
3.14 Assist with rectal examination.(V-TECS, P.O.110)
3.15 Assist with vaginal examination.

UNIT III: Nursing Care of the Patient in Labor (1st Stage)

CONTENT:

A. Terms and definitions
B. Signs and symptoms of labor
    1. Stages of labor
    2. Lightening
    3. False labor
    4. Show
    5. Spontaneous rupture of membranes
C. First stage of labor
    1. Admission
    2. Emotional support
    3. Physical care
    4. Drug therapy
    5. Observation
    6. Preparation for delivery
    7. Induction of labor
D. Complications
    1. Uterine-dysfunctions
    2. Mal-presentations
    3. Hemorrhage
    4. Prolapse of the umbilical cord
    5. Rupture of the uterus
    6. Multiple pregnancy
    7. Cervical lacerations
    8. Signs of fetal distress

UNIT IV: Nursing Care of the Patient in Labor (2nd-3rd Stage)

PERFORMANCE OBJECTIVE: Given an obstetrical patient in the delivery room, assist in assessing, planning, implementing, and evaluating nursing care in accordance with standards of nursing and agency policy.

STUDENT BEHAVIORS:

4.1 Match terms associated with the delivery room to the correct definitions.
4.2 List types, advantages, and disadvantages of inhalation anesthesia and regional anesthesia during childbirth
4.3 Describe preparation of the delivery room.
4.4 Describe the duration and characteristics of the second stage of labor.
4.5 Describe the transfer of the patient to the delivery room.
4.6 Discuss nursing responsibilities during the second stage of labor.
4.7 Discuss reasons for episiotomy.
4.8 Describe the delivery of the newborn.
4.9 Describe the third stage of labor.
4.10 Discuss nursing responsibilities immediately postpartum.
4.11 Discuss nursing responsibilities for the patient having a cesarean section.
4.12 Practice in clinical setting under supervision.
4.13 Describe nursing care during complications, such as hemorrhage. (V-TECS, P.O.100)

UNIT IV: Nursing Care of the Patient in Labor (2nd-3rd Stage)

CONTENT:

A. Terms and definitions
B. Analgesia and anesthesia
    1. Analgesia
        a. Analgesics
        b. Amnesiacs
        c. Tranquilizers
        d. Narcotic antagonists
        e. Others
    2. Anesthesia
        a. General
        b. Regional
        c. Local
C. Second stage of labor
    1. Duration
    2. Characteristics
    3. Nursing responsibilities
        a. Coach mother
        b. Monitor contractions
        c. Monitor fetal heart tones
        d. Provide comfort and emotional support
        e. Monitor vital signs
D. Preparation for delivery
E. Transfer to delivery room
F. Delivery of the infant
G. Third stage of labor
    1. Duration
    2. Characteristics
    3. Expulsion of the placenta
H. Care in the recovery area
I. Complications of delivery
    1. Operative obstetrics
        a. Forceps
        b. Cesarean section
        d. Episiotomy
    2. Hemorrhage
    3. Multiple pregnancies
    4. Lacerations of birth canal
        a. Definition
        b. Aftercare
    5. Others

UNIT V: Nursing Care of the Postpartum Patient

PERFORMANCE OBJECTIVE: Given a postpartum patient, assist in assessing, planning, implementing, and evaluating nursing care in accordance with standards of nursing and agency policy.

STUDENT BEHAVIORS:

5.1 Match terms associated with the postpartum period to the correct definitions.
5.2 Describe the normal body changes in puerperium.
5.3 Discuss nursing implications in the puerperium.
5.4 List causes, symptoms, treatment, and nursing implications for postpartum complications.
5.5 Discuss the support of the grieving mother.
5.6 List symptoms and nursing implications of postpartum psychosis.
5.7 Discuss advantages and disadvantages of rooming-in.
5.8 Discuss the advantages and disadvantages of breast-feeding.
5.9 Describe how the nurse may assist the mother with breast-feeding.
5.10 Demonstrate the ability to:
    a. Give a postpartum bed bath
    b. Assist with breast-feeding
    c. Give perineal care (V-TECS, P.O.77)

UNIT V: Nursing Care of the Postpartum Patient

CONTENT:

A. Terms and definitions
B. Normal body changes
    1. Breasts
    2. Uterus
    3. Cervix
    4. Perineal area
    5. Abdomen
    6. Urinary system
    7. Circulatory system
    8. Hormonal functions
    9. Gastrointestinal system
    10. Emotional changes
C. Nursing implications in the puerperium
    1. Purposes of daily care
    2. Breasts
    3. Fundus and lochia
    4. Perineal area
    5. Nutrition
    6. Emotional support
    7. Patient teaching
D. Postpartum complications
    1. Hemorrhage
    2. Puerperal infection
    3. Thrombophlebitis
    4. Mastitis and engorgement
    5. Postpartum psychosis
    6. Constipation
    7. Hemorrhoids
    8. Inability to void
    9. Others
E. Drug therapy
F. Support of the grieving mother
G. Rooming-In
H. Family planning

UNIT VI: Nursing Care of the Normal Newborn*

PERFORMANCE OBJECTIVE: Given a normal neonate, assist with planning, assessing, implementing, and evaluating nursing care in accordance with standards of nursing and agency policy.

STUDENT BEHAVIORS:

6.1 Match terms associated with the normal newborn to the correct definitions.
6.2 Describe the size of the average newborn.
6.3 Describe the appearance of the normal neonate.
6.4 Discuss the behavior of the normal neonate.
6.5 Discuss the physiology of the newborn.
6.6 Discuss the initial care of the neonate. (V-TECS P.O.127,128, 129,135,136)
6.7 Demonstrate admission of a neonate to the nursery. (V-TECS, P.O.126 130,135,137)
6.8 Demonstrate circumcision care. (V-TECS. P.O.132)
6.9 Demonstrate daily care of the neonate. (V-TECS, P.O. 126,128, 129,130,133,134)
6.10 Discuss normal variations of the neonate.
6.11 Collect urine specimen from newborn. (V-TECS, P.O.131)

*May be taught as part of Pediatric Nursing

UNIT VI: Nursing Care of the Normal Newborn

CONTENT:

A. Characteristics of normal newborn
   1. Terms and definitions
   2. Size and measurements
   3. Appearance
   4. Behavior
   5. Physiology
      a. Respiratory
      b. Cardiovascular
      c. Temperature
      d. Gastrointestinal
      e. Urinary
      f. Endocrine

B. Initial care
   1. Observation-Apgar rating
   2. Patent airway
   3. Body temperature
   4. Cord care
   5. Care of eyes
   6. Identification
   7. Transfer to nursery

C. Admission to nursery
   1. Verify identification
   2. Holding the baby
   3. Observation
   4. Weight and height
   5. Deubowitz rating
   6. Vital signs
   7. Bathe
   8. Maintain warmth

D. Circumcision
   1. Definition
   2. Nursing care

E. Daily care
   1. Prevention of infection
   2. Emotional care
   3. Vital signs
   4. Skin care
   5. Cord care
   6. Genitalia care
   7. Dressing
   8. Feeding
      a. Bottle
      b. Breast
   9. Stools
   10. Voiding

F. Normal variations
   1. Lanugo
   2. Milia
   3. Congenital skin blemishes
   4. Monogolian spots
   5. Forceps marks
   6. Others

UNIT VII: Nursing Care of the Premature Infant

PERFORMANCE OBJECTIVE: Given a premature infant, assist with assessing, planning, implementing, and evaluating nursing care in accordance with nursing standards and agency policy.

STUDENT BEHAVIORS:

7.1 Match terms associated with this unit to the correct definitions.
7.2 Discuss the concept of the premature infant.
7.3 List common maternal, fetal, and placental conditions which predispose to premature birth.
7.4 Describe the appearance of the premature infant.
7.5 Discuss causes, complications, and nursing responsiblities of problems of prematurity.
7.6 Discuss the emotional support of the parents of a premature infant.

UNIT VII: Nursing Care of the Premature Infant

CONTENT:

A. Terms and definitions
B. Concepts of premature infants
    1. Criteria for determination of prematurity
        a. Birth weight less than 2500 gm
        b. Gestation of less than 37 weeks
        c. Lack of physical development
        d. Mortality rate is high
C. Common conditions which predispose to premature birth
    1. Maternal
        a. Severe malnutrition
        b. Severe anemia
        c. Alchoholism and other drug use
        d. Excessive smoking
        e. Pre-eclampsia
        f. Diabetes and other endocrine
        g. Lack of prenatal care
        h. Others
    2. Fetal
        a. Anomalies in development
        b. Maternal to fetal infections
            1. Rubella
            2. Syphilis
            3. Others
    3. Placental
        a. Anomalies in development
        b. Placenta proevia or abruptis placenta
        c. Others
D. Appearance of premature infant
    1. Reddish pink skin with turgor
    2. Extremities thin with little muscle and subcutaneous tissue
    3. Lanugo is plentiful
    4. Muscular and skeletal systems immature
    5. Others
E. Problems of prematurity
    1. Respiratory distress
    2. Instability of body temperature
    3. Inadequate nutrition
    4. Fatigue
F. Emotional support to the parents
    1. Allow father and mother to participate in infant care as much as possible
    2. Provide opportunity for parents to ask questions
    3. Others

UNIT VIII: Nursing Care for the Newborn with Abnormalities*

PERFORMANCE OBJECTIVE: Given a newborn with abnormalities, assist with assessing, planning, implementing and evaluating nursing care in accordance with nursing standards and agency policy.

STUDENT BEHAVIORS:

8.1 Match terms associated with this unit to the correct definition.
8.2 List abnormalities of congenital origin and those due to birth injuries and infections.
8.3 Discuss the incidence of chromosomal aberrations.
8.4 Describe Downs' syndrome.
8.5 Describe central nervous system abnormalities.
8.6 Discuss congenital heart defects.
8.7 Discuss defects of the gastrointestinal system.
8.8 Discuss defects of the musculoskeletal system.
8.9 Discuss hemolytic diseases:
    a. ABO incompatibilities
    b. Rh incompatibilities
8.10 Discuss metabolism errors
8.11 Describe characteristics of and nursing responsibilities for the newborn of a diabetic mother.
8.12 Discuss intracranial hemorrhage and infections as they affect the neonate.
8.13 List ways of providing emotional support to parents of the neonate with abnormality.

*May be taught as part of Pediatric Nursing

UNIT VIII: Nursing Care for the Newborn with Abnormalities*

CONTENT:

A. Terms and definitions
B. Types of abnormalities
    1. Congenital
        a. Congenital heart defects
        b. Gastrointestinal malformations
            1. Cleft lip
            2. Imperforate anus
        c. Musculoskeletal defects
        d. Chromosomal aberrations
            1. Downs' syndrome
        e. Errors in metabolism
            1. P.K.U.
            2. Cretinism
        f. Hemolytic diseases
            1. ABO incompatibility
            2. Rh incompatibility
        g. Diabetes in the mother
        h. Drug addiction in the mother
        i. Others
    2. Birth injuries
        a. Intracranial hemorrhage
        b. Fractures and dislocation
        c. Injuries to the nerves
        d. Others
    3. Infections
        a. Ophthalmia neonatorum
        b. Thrush
        c. Impetigo
        d. Epidemic diarrhea
        e. Congenital syphillis
        f. Rubella
    4. Respiratory Diseases
        a. Atelectasis
        b. Respiratory distress syndrome
        c. Pneumonia
    5. Jaundice
    6. Cyanosis
    7. Dehydration
    8. Others
C. Emotional support to parents

COURSE TITLE: Pediatric Nursing*

DESCRIPTION OF COURSE: Pediatric Nursing is designed to assist the student in gaining knowledge and understanding, and in developing nursing skills related to the needs and care of well and sick children and other family members. The principles of growth and development serve as a basis for this course. Planned clinical experiences are correlated with theory. The student has the opportunity to observe and participate in the care given to well and sick children in a variety of settings. Abnormal conditions of infants and children of all ages are discussed and experiences are provided opportunistically. The student is introduced to available community resources that may assist the family in meeting their needs as well as the needs of the child. Pediatric Nursing is built upon theory taught in Structure and Function, and is correlated to Nutrition, Drug Therapy, and Nursing Skills.

TERMINAL OBJECTIVE: Given a variety of situations with a pediatric patient, assist in giving basic nursing care in accordance with established agency policies and nursing practice standards.

TABLE OF CONTENTS:

Course Title
Description of Course
Terminal Objective
References
Suggested Learning Activities
Course Content
- Unit I - Introduction to Pediatric Nursing
- Unit II - Growth and Development of the Infant
- Unit III - Caring for the Infant who is Ill
- Unit IV - The Toddler and Disorders of the Toddler
- Unit V - The Pre-School Child and Disorders of the Pre-School Child
- Unit VI - The School Age Child and Disorders of the School Age Child
- Unit VII - The Adolescent and Disorders of the Adolescent

*Chairperson - Marianne Morgan

REFERENCES:

1. Anderson, Norma J. Pediatric Nursing: A Self-Study Guide. 3rd ed. St. Louis: C.V. Mosby, 1978.

2. Hamilton, Persis M. Basic Maternity Nursing. 4th ed. St. Louis: C.V. Mosby, 1979.

3. Hurlock, Elizabeth B. Child Growth and Development. 5th ed. New York: McGraw-Hill, 1978.

4. Ingalls, A. Joy, and M. Constance Salerno. Maternal and Child Health Nursing. 4th ed. St. Louis: C.V. Mosby, 1979.

5. Juneau, Patricia S. Maternal and Child Nursing. New York: Macmillan, 1979.

6. Marlow, Dorthy R. Textbook of Pediatric Nursing. 5th ed. Philadelphia: W.B. Saunders, 1977.

7. Nursing I, II, and III, Course of Study, MAVCC-Instructional Materials. Stillwater, Oklahoma: Mid-America Vocational Curriculum Consortium Publication, 1976.

8. Papalia, Diane E., and Sally Wenokas Olds. Human Development. New York: McGraw-Hill, 1978.

SUGGESTIONS REGARDING AUDIOVISUALS:

1. The Eight Stages of Life. n.d., Parts one through four include Pre-Natal Development, Infancy, Early Childhood and Late Childhood, Human Relations Media, 175 Tompkins Ave., Pleasantville, New York, 10570.

SUGGESTED LEARNING ACTIVITIES:

1. Give oral reports
2. Obtain pamphlets
3. View vilms
4. Play vocabulary games
5. Read and study handouts
6. Complete learning packet
7. Participate in role play
8. View filmstrips
   a. Medical Electronic Education Services, Inc., 29423 W. Six Mile Road, Livonia, Mi., 48152
   b. Trainex Corp., P.O. Box 116, Garden Grove, Ca., 92642
   c. Concept Media, 1500 Adams Ave., Costa Mesa, Ca., 92626
9. Develop care study
10. Take tests for evaluation
11. Present a skit
12. Listen to lecture
13. Participate in discussions
14. Visit available agencies
15. View slide presentation
16. Develop a nursing care plan
17. Complete textbook assignments
18. Prepare displays
19. View transparencies
20. Prepare a bulletin board
21. Listen to guest speakers
22. Participate in clinical experience

UNIT I: Introduction to Pediatric Nursing

PERFORMANCE OBJECTIVES:

1. While participating in a small group discussion, compare past and present attitudes and facilities for child care over the past century.
2. Given a list of development goals, organize the material into the appropriate levels of child growth and development.

STUDENT BEHAVIORS:

1.1 Match the terms associated with this unit to the correct definition.
1.2 Discuss the early history of child care.
1.3 Describe changing attitudes in child care.
1.4 List facilities for specialized child care.
1.5 Discuss general principles of growth and development.
1.6 Describe influences that effect growth and development.
1.7 List the stages of development.
1.8 Discuss responsibilities regarding child abuse.
1.9 Develop an immunization schedule.
1.10 Contrast pediatric and adult administration of medications.

UNIT I: Introduction to Pediatric Nursing

CONTENT:

A. Terms and definitions
B. Past child care
    1. Early history
    2. Childrens bureau
    3. White House conference
        a. Origin
        b. Children's Charter
        c. 1970 conference
C. Changing attitudes in child care, such as:
    1. Child no longer considered "miniature adult"
    2. New pediatric specialties
    3. Institutes, facilities, and day care centers for emotionally handicapped and retarded children
    4. Specialized education versus mainstreaming
    5. Specialized hospitals for handicapped children
    6. Foster care, adoptions, and day care centers for healthy children
    7. The child health conference
    8. The role of the public health department
D. Principles of growth and development, such as:
    1. Occurs in an orderly sequence
    2. Differs from child to child
    3. Follows a general pattern
    4. Involves the whole child
E. Influences on growth and development
    1. Heredity - genetic factors
    2. Environmental influences
F. Child abuse
G. Immunization
H. Pediatric medications

UNIT II: Growth and Development of the Infant

PERFORMANCE OBJECTIVE: Given a reference of the learner's choice, develop a chart demonstrating the physical, social, emotional growth and development of the normal infant.

STUDENT BEHAVIORS:

2.1 Match terms associated with this unit to the correct definition.
2.2 Discuss the general development of the infant.
2.3 Discuss the importance of motor development.
2.4 Discuss the growth and development of infants during the first year.

UNIT II: Growth and Development of the Infant

CONTENT:

A. Terms and definitions
B. General development of the infant
    1. Growth
    2. Emotional development
    3. Adverse influences on development
C. Importance of motor development
    1. Predictable sequence
    2. Depends on maturation and learning
    3. Patterns occur in predictable stages
D. Characteristics of growth and development
    1. Physical development
    2. Social development
    3. Care and guidance
        a. Diet
        b. Sleep
        c. Activity
        d. Medical care
        e. Other

UNIT III: Caring for the Infant Who Is Ill

PERFORMANCE OBJECTIVE: Given an infant who is ill, assist with assessing, planning, implementing, and evaluating nursing care according to established nursing standards and agency policy.

STUDENT BEHAVIORS:

3.1 Match terms associated with unit to the correct definitions.
3.2 Discuss the admission and plan the nursing care of the hospitalized infant.
3.3 Discuss common effects of illness on infants.
3.4 Discuss the etiology, symptoms, complications, and treatments as a basis for nursing responsibilities for selected common conditions related to the various body systems.
3.5 Discuss the etiology, symptoms, and treatments as a basis for nursing responsibilities for selected common conditions related to inadequate nutrition.
3.6 Discuss etiology, incidence, basic facts, and reactions as a basis for providing reassurance for parents affected by sudden infant death syndrome.

UNIT III: Caring for the Infant Who Is Ill

CONTENT:

A. Terms and definitions
B. Admission care of hospitalized infants
    1. Greeting
    2. Introduction to others
    3. Orient child and parent
    4. Explain all procedures
    5. Parent participation
    6. Others
C. Common effects of illness
    1. Physical growth and development
    2. Emotional behavior
    3. Social behavior
    4. Physical ability and activity
    5. Personality
    6. Others
D. Caring for the hospitalized infant
    1. Presence of mother
    2. Allow parents to share in care
    3. Rocking, cuddling, and playing with infant
    4. Provide stimulation
    5. One-to-One nurse infant care
    6. Others
E. Disorders of the infant
    1. The ear
    2. The respiratory system
        a. Common cold
        b. Croup
        c. Pneumonia
        d. Cystic fibrosis
    3. The anemias
        a. Iron deficiency anemia
        b. Thalassemia
        c. Sickle cell disease
    4. The gastrointestinal system
        a. Inguinal hernia
        b. Umbilical hernia
        c. Vomiting
        d. Pyloric stenosis
        e. Intussusception
F. Sudden death syndrome

UNIT IV: The Toddler and Disorders of the Toddler

PERFORMANCE OBJECTIVES:

1. Without the use of references, discuss the physical, emotional, and social growth and development of the toddler according to pre-established criteria.
2. Given a hospitalized toddler with a common disorder, assist with assessing, planning, implementing, and evaluating nursing care in accordance with established nursing standards and agency policy.

STUDENT BEHAVIORS:

4.1 Match terms associated with this unit to the correct definitions.
4.2 List the general characteristics of the toddler.
4.3 Describe the physical and emotional growth and development of the toddler.
4.4 Discuss toilet training.
4.5 Discuss meeting nutritional needs and requirements.
4.6 Discuss the importance of play.
4.7 Discuss the supervision of play.
4.8 Discuss the prevention of various types of accidents including poisoning.
4.9 List guidelines in caring for the hospitalized toddler.
4.10 Discuss etiology, symptoms, and treatment as a basis for nursing responsibilities for selected common conditions of the various body systems.

UNIT IV: The Toddler and Disorders of the Toddler

CONTENT:

A. Toddler
   1. Terms and definitions
   2. General characteristics
   3. Physical development
   4. Social development
   5. Physical care
   6. Medical care
   7. Guidance
   8. Speech development
   9. Nutritional requirements
   10. Toilet training
   11. Importance of play
   12. Accidents and their prevention

B. Disorders of the toddler
   1. Nervous system
      a. Cerebral palsy
      b. Seizure disorders
      c. Others
   2. Skeletal system
      a. Fractures
      b. Head injuries
      c. Others
   3. Digestive system
      a. Pinworms
      b. Others
   4. Respiratory system
      a. Croup
      b. Bronchial condition
      c. Pneumonia
      d. Others
   5. Urinary system
      a. Nephrotic syndrome (Nephrosis)
      b. Urinary tract strictures
      c. Reflux
      d. Others
   6. The ear
      a. Otitis media
      b. Deafness
      c. Others
   7. Substance poisoning

UNIT V: The Pre-School Child and Disorders of the Pre-School Child

PERFORMANCE OBJECTIVES:

1. Without use of references, discuss the physical, emotional and social growth, and development of the pre-school child according to pre-established criteria.
2. Given a hospitalized pre-school child with a common disorder, assist with assessing, planning, implementing, and evaluating nursing care in accordance with established nursing standards and agency policy.

STUDENT BEHAVIORS:

5.1 Match terms associated with this unit to the correct definitions.
5.2 List the general characteristics of the pre-school child.
5.3 List major physical skills and behaviors of the "trusting threes", "frustrating fours", and "fascinating fives".
5.4 Discuss discipline and guidance of the pre-school child.
5.5 Discuss undesirable language and jealousy.
5.6 Write a report on a selected type of a child care facility.
5.7 Discuss preparation for hospitalization, nursing responsibilities on admission and during hospitalization.
5.8 Discuss preoperative care and postoperative responsibilities of the nurse.
5.9 Discuss etiology, symptoms, complications, and treatments as a basis for nursing responsibilities for selected common conditions related to the various systems.
5.10 List the more common disorders of the pre-school period.
5.11 Describe how illness and hospitalization affect the pre-school child and family.
5.12 Compare the nursing care of the child in isolation with that of the child who is not in isolation.
5.13 Discuss common communicable diseases including symptoms, nursing care, prevention, and immunity.

UNIT V: The Pre-School Child and Disorders of the Pre-School Child

CONTENT:

A. The pre-school child
   1. Terms and objectives
   2. General characteristics
      a. Security
      b. Initiative
      c. Independence
      d. Others
   3. Physical skills and behaviors
      a. The child of three
      b. The child of four
      c. The child of five
   4. Guiding the pre-schooler
      a. Discipline and guidance
      b. Undesirable language
      c. Jealousy
   5. Nursery schools and day care centers
      a. Qualifications
      b. Child's readiness for nursery school
   6. Daily care
   7. Accident prevention

B. Disorders of the pre-school child
   1. The Blood
      a. Leukemia
      b. Hemophilia
      c. Others
   2. Respiratory system
      a. Tonsillitis and adenoiditis
      b. Asthma
      c. Others
   3. The Urinary system
      a. Acute glomerulonephritis
      b. Others
   4. Mental retardation
   5. The nervous system
      a. Strabismus
      b. Encephalitis
      c. Others
   6. Communicable Diseases
      a. Chicken pox
      b. German measles
      c. Measles
      d. Mumps
      e. Roseola
      f. Strep throat
      g. Whooping cough
      h. Others
   7. Infectious diseases
      a. Hepatitis
      b. Meningitis
      c. Poliomyelitis
      d. Rocky Mountain Spotted Fever
      e. Others

UNIT VI: The School Age Child and Disorders of the School Age Child

PERFORMANCE OBJECTIVE: Given a school age child who is ill, assist with assessing the needs of the child in order to assist in planning, implementing and evaluating nursing care in accordance with agency policy.

STUDENT BEHAVIORS:

6.1 Describe the physical, mental, emotional, and social development of the school age child.
6.2 Discuss ways the nurse can guide and support the child of school age.
6.3 Describe the more common disorders of the school age child.
6.4 Describe how illness and hospitalization may affect the school age child.
6.5 Discuss the nursing goals related to the more common disorders.

UNIT VI: The School Age Child and Disorders of the School Age Child

CONTENT:

A. The school age child
   1. General characteristics
      a. Physical
      b. Mental
      c. Social
      d. Emotional
   2. Discipline and guidance
      a. Understanding
      b. Acceptance
      c. Security
      d. Reassurance
      e. Open communications
   3. Sex education

B. Disorders of the school age child
   1. Circulatory system
   2. Digestive system
      a. Appendicitis
      b. Others
   3. The skin
      a. Burns
      b. Pediculosis
      c. Scabies
      d. Others
   4. Endocrine system
      a. Diabetes mellitus
      b. Others
   5. Emotional disburbance
   6. Cerebral dysfunction (learning disorders)

UNIT VII: Adolescent and Adolescent Disorders

PERFORMANCE OBJECTIVE: Provided a variety of adolescent pediatric experiences, assist with assessing needs, planning, implementing, and evaluating the nursing care of the adolescent in accordance with established nursing standards and agency policy.

STUDENT BEHAVIORS:

7.1 Describe how illness and hospitalization affect the teenager.
7.2 Discuss the more common disorders of the adolescent.
7.3 Discuss the nursing goals related to the disorders of the adolescent.
7.4 Describe how the nurse can increase his/her effectiveness in dealing with teenage problems.
7.5 Describe how illness and hospitalization may affect the adolescent.
7.6 Discuss the nursing goals related to the more common disorders of the adolescent.
7.7 Discuss indications of pending suicide.

UNIT VII: Adolescent and Adolescent Disorders

CONTENT:

A. The adolescent
   1. Terms and definitions
   2. General characteristics
   3. Characteristics of the adolescent girl
      a. Appearance
      b. Secondary sex characteristics
      c. Menarche
      d. Others
   4. Characteristics of the adolescent boy
      a. Appearance
      b. Secondary sex characteristics
      c. Others
   5. Common effects of puberty on behavior
   6. Mental and social development
      a. Precognition
      b. Responsibility
      c. Independence
      d. Choosing a career
      e. Dating
      f. Anxiety
      g. Others
   7. Care and guidance
      a. Grooming
      b. Nutrition
      c. Sleep
      d. Safety
   8. Health education
      a. Drugs
      b. Venereal disease
      c. Medical care
      d. Dental care
      e. Family planning
      f. Others
B. Disorders of the adolescent
   1. Respiratory system
      a. Tuberculosis
      b. Others
   2. Nutrition
      a. Obesity
      b. Others
   3. The skin
      a. Acne Vulgaris
      b. Others
   4. Reproductive system
      a. Dysmenorrhea
      b. Venereal disease
      c. Others
   5. Substance abuse
   6. Infectious mononucleosis
   7. Spinal curvatures
C. Suicide

COURSE TITLE: Mental Health and Psychiatric Nursing*

DESCRIPTION OF COURSE: Mental Health and Psychiatric Nursing, correlated with clinical experience, is designed to provide the student with skills which will aid in recognizing the emotional needs of patients. A background knowledge of the role that emotions play will better enable the students to understand their own behavior as well as patient behavior. The course content is built upon and incorporated into theory taught in all other areas of the practical nursing curriculum.

TERMINAL OBJECTIVE: Given a patient experiencing an emotional and/or mental disturbance, demonstrate the ability to assist in assessing, planning, implementing, and evaluating patient care in accordance with nursing practice and agency policy.

TABLE OF CONTENTS:

Course Title
Description of Course
Terminal Objective
References
Suggested Learning Activities
Course Content
  Unit I - Introduction to Nursing the Mentally Ill
  Unit II - Personality Development
  Unit III - Emotional and Mental Disturbances
  Unit IV - The Therapeutic Environment

*Chairperson - Dee Eitel

REFERENCES:

1. Crawford, Annie Laurie, and Barbara Boring Buchanan. Psychiatric Nursing, A Basic Manual. 4th ed. Philadelphia: F.A. Davis, 1977.

2. Irving, Susan. Basic Psychiatric Nursing. 2nd ed. Philadelphia: W.B. Saunders, 1978

3. Mid-America Vocational Curriculum Consortium. State Department of Vocational and Technical Education Curriculum and Instructional Materials Center, 1515 West Sixth Ave., Stillwater, Oklathoma, July, 1978.

4. Saxton, Doris, and Phyllis W. Haring. Care of Patients with Emotional Problems: A Textbook for Practical Nurses. 2nd ed. St. Louis: C.V. Mosby, 1979

SUGGESTED LEARNING ACTIVITIES:

1. Participate in discussions
2. Listen to lectures
3. Self-paced instructional module
4. Participate in role playing
5. Take tests
6. Present student reports
7. View films from the Virginia Department of Mental Health and Mental Retardation (catalog available and films free on request)
8. View Filmstrips
   a. Trainex Corp, Box 116, Garden Grove, Ca., 92642
   b. Concept Media, 1500 Adams Ave., Costa Mesa, Ca., 92626
9. Tour facilities
10. Participate in clinical experience
11. View slide presentations
12. Develop care plan
13. Develop care study
14. Present skit
15. View transparencies
16. Participate in reality orientation
17. Complete textbook assignments
18. Prepare bulletin board
19. Participate in group work
20. Write assignments
21. Match terms
22. Read objectives
23. Review handouts

UNIT I: Introduction to Nursing the Mentally Ill

PERFORMANCE OBJECTIVE/S:

1. Given simulated situations, identify the psychiatric concepts being expressed in accordance with accepted psychiatric nursing theory.
2. Given a list of historical time periods from the eighteenth century to the present, relate significant historical events and changing trends in psychiatric nursing to each period in agreement with reference material.

STUDENT BEHAVIORS:

1.1 Match the terms to the correct definition.
1.2 Discuss the importance of studying psychiatric concepts in nursing.
1.3 List members of the psychiatric team and their functions.
1.4 Discuss historical methods of psychiatric care.
1.5 Identify current trends and changing concepts in nursing the mentally ill.
1.6 Identify social aspects of mental illness.

UNIT I: Introduction to Nursing the Mentally Ill

CONTENT:

A. Terminology
B. Concepts of psychiatric nursing
    1. Expressing feelings
    2. Understanding behavior
    3. Psychiatric concepts apply to all
    4. Others
C. Historical background
D. The psychiatric team
    1. Physician
    2. Clinical psychologist
    3. Social worker
    4. Nurse
    5. Others
E. Social aspects of mental illness
    1. Incidence
    2. Changing concepts of care
    3. Misconceptions

UNIT II: Personality Development

PERFORMANCE OBJECTIVE/S:

1. Using information regarding various theories of personality development, display basic knowledge by preparing a written report according to standard references.
2. Without the use of references, discuss the significance of anxiety in creating mental disturbances in accordance with accepted psychiatric nursing theory.
3. Given a list of defense mechanisms and examples, match the mechanisms with the example of each in accordance with established standards of psychiatric nursing.

STUDENT BEHAVIORS:

2.1 Match the terms to the correct definitions.
2.2 List the levels of the mind.
2.3 Identify the components of personality according to Freud.
2.4 Discuss Erikson's theory of personality development.
2.5 Differentiate between fear and anxiety.
2.6 Explain how anxiety influences behavior.
2.7 List symptoms of anxiety.
2.8 Identify the importance of defense mechanisms.
2.9 List commonly used defense mechanisms.

UNIT II: Personality Development

CONTENT:

A. Terminology
B. Levels of the Mind
    1. Conscious
    2. Subconscious
    3. Unconscious
C. Freud's Components of personality
    1. Id
    2. Ego
    3. Super Ego
D. Erikson's concepts of personality development
    1. Trust
    2. Autonomy
    3. Initiative
    4. Industry
    5. Identity
    6. Intimacy
    7. Productivity
    8. Integrity
    9. Senessence
E. Fear and Anxiety
F. Defense Mechanisms

UNIT III: Emotional and Mental Disturbances

PERFORMANCE OBJECTIVE/S: Without the use of references, discuss concepts of mental illness, drug abuse, and alcoholism in accordance with accepted psychiatric and nursing theory.

STUDENT BEHAVIORS:

3.1 Match terms to the correct definition
3.2 Identify relationships between physical and emotional illness.
3.3 Differentiate between mental health and mental illness.
3.4 Compare normal, neurotic and psychotic behavior.
3.5 List symptoms of mental illness.
3.6 List drugs which are often abused and symptoms of drug abuse.
3.7 List community resources and treatments of drug abuse.
3.8 List symptoms of alcoholism.
3.9 Identify treatments for the alcoholic.

UNIT III: Emotional and Mental Disturbances

CONTENT:

A. Terminology
B. Relationships of physical and emotional illness
    1. Physical illness
    2. Psychosomatic illness
C. Concepts
    1. Mental illness
    2. Mental health
D. Behavior classifications
    1. Normal
    2. Neurotic
    3. Psychotic
    4. Personality disorders
    5. Psychophysiological
    6. Others
E. Symptoms of mental illness
F. Substance use and abuse
    1. Categories
        a. Drugs
        b. Alcohol
        c. Food
        d. Household products
        e. Tobacco
        f. Others
    2. Symptoms
    3. Incidence
    4. Community resources
    5. Treatment
    6. Nursing intervention
G. Suicide

UNIT IV: The Therapeutic Environment

PERFORMANCE OBJECTIVES:

1. Using references of the learner's choice, describe the various types of facilities available for treatment of the mentally disturbed and mentally deficient according to established standards.
2. Given a reference of the learner's choice, identify principles of psychiatric nursing, including communication and maintenance of mental health, in accordance with established standards.

STUDENT BEHAVIORS:

4.1 List types of institutions which provide care for the mentally ill.
4.2 Identify types of psychiatric admissions.
4.3 Describe protective measures used in a psychiatric unit.
4.4 List therapies used in treatment of the mentally ill.
4.5 Identify principles of psychiatric nursing.
4.6 List techniques of effective communication.
4.7 Identify methods of maintaining mental health.
4.8 List levels of mental deficiency.
4.9 Identify nursing responsibilities for the patient who is mentally deficient.
4.10 Describe the rights of patients.

UNIT IV: The Therapeutic Enviornment

CONTENT:

A. Facilities for care
    1. General hospital
    2. Mental hospital
    3. Rehabilitation
    4. Foster homes
    5. Outpatient clinics
    6. Others
B. Types of admissions
    1. Voluntary
    2. Involuntary
C. Protective measures
D. Types of therapy
    1. Psychotherapy
    2. Behavior modification
    3. Remotivation techniques
    4. Reality therapy
    5. Drug therapy
    6. Occupational and recreational therapy
    7. Others
E. Principles of psychiatric nursing
    1. Acceptance
    2. Respect
    3. Kindness
    4. Others
F. Observations of the patient
G. Principles of communication
H. Maintenance of personal mental health
I. Mental deficiency
    1. Levels
        a. Mild
        b. Moderate
        c. Severe
    2. General nursing responsibilities
J. Patient's rights

COURSE TITLE: Geriatric Nursing*

DESCRIPTION OF COURSE: Geriatric Nursing is designed to provide the student with knowledge and understanding of the normal process of aging. In order to develop a positive attitude toward the older person in our society, the student will be provided experiences in the areas where they can relate to the senior citizens who function independently in the community, as well as those in health care facilities. This course supplies the student with the background for recognition of the special nursing problems and the appropriate nursing care of the older adult.

TERMINAL OBJECTIVE: Given an older person, the student will assist with the process of assessing, planning, implementing, and evaluating the nursing care of the older person according to predetermined nursing standards.

TABLE OF CONTENTS:

Course Title
Course Description
Terminal Objective
References
Suggested Learning Activities
Course Content
- Unit I - Introduction to Geriatric Nursing
- Unit II - Concerns of Older Persons
- Unit III - Physiological and Psychological Changes
- Unit IV - Pathological Complications of the Process of Aging
- Unit V - Principles of Geriatric Nursing
- Unit VI - Personal Attributes of the Person Administering Care to the Geriatric Patient
- Unit VII - Types of Care for the Geriatric Patient
- Unit VIII - Social Legislation and Organizations
- Unit IX - Death

*Chairperson - Sandra Palmer

REFERENCES:

1. Butler, R.N., and M.I. Lewis. Aging and Mental Health: Positive Psychological Approaches. St. Louis: C.V. Mosby, 1977.

2. Burnside, Irene, Priscilla Ebersole, and Helen Monea. Psychosocial Caring Throughout the Life Span. New York: McGraw-Hill, 1979.

3. Carnevali, Doris, Patrick Carnevali, and Maxine Lambrecht. Nursing Management for the Elderly. Philadelphia: J.B. Lippincott/Harper, 1979.

4. Carotenuto, Rosine, and John Bullock. Assessment of the Gerontologic Client. Philadelphia: F.A. Davis, 1979.

5. Eliopolus, Charlotte Kopelke. Gerontological Nursing. Philadelphia: J.B. Lippincott/Harper, 1979.

6. Fitch, Grace E., and Margaret A. Larson. Basic Arithmetic Review and Drug Therapy for Practical-Vocational Nurses. 4th ed. New York: Macmillan, 1977.

7. Hanebuth, Lorna S., Mary K. Ehrhart, and M.A. Peltzer. Nursing Assistants and the Long Term Health Care Facility. Philadelphia: J.B. Lippincott/Harper, 1977.

8. Hood, Gail, and Judith Dincher. Johnston's Total Patient Care. 5th ed. St. Louis: C.V. Mosby, 1980.

9. Kart, C.S., E.S. Metress, and J.F. Metress. Aging and Health: Biologic and Social Perspectives. Menlo Park California: Addison-Wesley, 1978.

10. Kubler-Ross, Elizabeth. On Death and Dying. New York: Macmillan, 1970.

11. Kubler-Ross, Elizabeth. Death, The Final Stage of Growth. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

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13. Mason, Mildred A. Basic Medical-Surgical Nursing. 4th ed. New York: Macmillan, 1978.

14. Miller, Michael P. Current Issues in Clinical Geriatrics. New York: The Tiresias Press, 1979.

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16. Papalia, Diane E., and Sally Wenakos Olds. Human Development. New York: Mc-Graw-Hill, 1978.

17. Reichel, W. Clinical Aspects of Aging. Baltimore: Williams and Wilkins, 1978.

18. Saxon, Sue V., and Mary Jean Etten. Physical Change and Aging. New York: The Tiresias Press, 1978.

19. Schulz, R. The Psychology of Death, Dying and Bereavement. Menlo Park, California: Addison-Wesley, 1978.

20. Smith, David W., Edwin L. Bierman, and Nancy M. Robinson. The Biologic Ages of Man from Conception Through Old Age. 2nd ed. Philadelphia: W.B. Saunders, 1978.

21. U.S. Department of Health, Education, and Welfare, Social Rehabilitation Service, Administration on Aging. Basic Concepts of Aging - A Programmed Manual. Department of Health, Education, and Welfare Publication no. SRS 73-20274, by Thomas A. Rich, and Alden S. Gilmore. Washington, D.C.: U.S. Government Printing Office, 1973.

22. U.S. Department of Health, Education, and Welfare, Administration of Aging. Facts about Older Americans. Department of Health, Education, and Welfare Publication no. OHK 78-20006. Washington, D.C.: National Clearinghouse on Aging, 1977.

SUGGESTIONS REGARDING AUDIOVISUALS:

1. Gerontological Nursing. n.d., A videotape-film series for nurses containing four parts: 1. Aging: Who is Listening?, 2. Aging: An Individual Matter, 3. Aging: The Losses, 4. Aging: Slowing Down., American Journal of Nursing Co., Educational Services Division, Dept. J89H, 555 West 57th Street., New York, N.Y., 10019

2. To Hell with Gramma. n.d. A filmstrip with record or tape. Audiovisual Narrative Arts., Inc., Box 9, Pleasantville, N.Y., 10570

SUGGESTED LEARNING ACTIVITIES:

1. Vocabulary Games
2. Self-paced Instructional Module (Learning Packet)
3. Listen to Taped Lecture
4. Discussion (Panel and Group)
5. Compare your description of older person at the beginning of the course followed by post course description
6. Obtain pamphlets from Department of H.E.W.
7. Student Reports
8. Tour Facilities
9. Field Trip
10. Gather photos and prepare a comparison chart of the older person
11. Interview older person
12. Attend panel discussion of the "Over 60" Club
13. Simulation
14. Participate in role playing
15. View slide presentation
16. View filmstrips
    A. Trainex Corp., Box 116, Garden Grove, Ca., 92642
    B. Concept Media, 1500 Adams Ave., Costa Mesa, Ca., 92626
17. Assist in developing a communicative board
18. Use written summary and/or care study
19. Assist in developing a nursing care plan
20. Guest Speakers
    A. Resource person from "Over 60" Club or older citizens group
    B. Social Security office representative
21. View films (see attached list *)
22. Take test for evaluation
23. Prepare displays
24. Present skit
25. View transparencies
26. Participate in reality orientation
27. Complete textbook assignment
28. Prepare bulletin board
29. Brainstorming
30. Demonstration
31. Drill
32. Group work
33. Individualized learning activities
34. Questions and answers
35. Participate in patient care
36. Reviewing

* Films

1. "Adventure in Maturity", International Film Bureau, 332 S. Michigan Ave., Chicago, Ill., 60604
2. "Place to Live", Dynamic Films, Inc., 330 W. 58th St., New York, 10019
3. "Old Man Young", American Medical Assoc. Film Library, c/o Association Sterling Films, 512 Burlington Ave. La Grange, Ill., 60525
4. "Until I Die", Video Nursing Inc., 2645 Girard Ave., Evanston, Ill., 60201

5. "Ready for Edna", Public Health Service, National Medical Audiovisual Center Annex, Station K, Order Desk, Atlanta, Ga., 30334.
6. "Congestive Heart Failure", Virginia Heart Association
7. "Emphysema", Virginia Heart Association
8. Catalog of Films on Aging, Administration on Aging, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock Number 1762-00071)

UNIT I: Introduction to Geriatric Nursing

PERFORMANCE OBJECTIVE: Given a list of geriatric terms, match the term to the correct definition in accordance with the grading policy of the program.

STUDENT BEHAVIOR/S:

1.1 Define terms associated with geriatric nursing.

UNIT I: Introduction to Geriatric Nursing

CONTENT:

A. Introduction
B. Terminology
C. Trends

UNIT II: Concerns of Older Persons

PERFORMANCE OBJECTIVE/S: After interviewing several older persons, identify those concerns common to older persons, using a guide provided by the instructor.

STUDENT BEHAVIOR/S:

2.1 Discuss the concerns of the older person.
2.2 Compare concerns of older persons interviewed.

UNIT II: Concerns of Older Persons

CONTENT:

A. Psychological
B. Spiritual
C. Sexual
D. Physical
E. Economic
F. Socioeconomic
G. Ethnic
H. Role changes
I. Others

UNIT III: Physiological and Psychological Changes

PERFORMANCE OBJECTIVE/S: Given an older person, assess physiological and psychological changes as a basis for assisting with the planning, implementation, and evaluation of the nursing care.

STUDENT BEHAVIOR/S:

3.1 Assess the psychological and physiological changes of the aging person.

UNIT III: Physiological and Psychological Changes

CONTENT:

A. Physiological Changes
   1. Homeostasis
   2. The Respiratory System
   3. The Cardiovascular System
   4. The Urinary System
   5. The Gastrointestinal System
   6. The Reproductive System
   7. The Nervous System
   8. The Endocrine System
   9. The Musculoskeletal System
   10. The Sensory Organs
   11. Hematopoietic
   12. Skin and Connective Tissues
   13. Oncology
B. Psychological Changes
   1. Dependency
   2. Isolation
   3. Grief
   4. Others

UNIT IV: Pathological Complications of the Process of Aging

PERFORMANCE OBJECTIVE/S: Given a variety of older patients, assess the pathological changes as a basis for assisting with the planning, implementation, and evaluation of the nursing care.

STUDENT BEHAVIOR/S:

4.1 Assess pathological changes occurring with the aging process.

UNIT IV: Pathological Complications of the Process of Aging

CONTENT:

A. Arteriosclerosis and Atherosclerosis
B. Arthritis
C. Benign Prostatic Hypertrophy
D. Cancer
E. Cataracts
F. Cerebrovascular Accident
G. Chronic Brain Syndrome
H. Glaucoma
I. Heart Disease
J. Osteoporosis
K. Parkinsonism
L. Pathological Fractures
M. Senile Vaginitis
N. Varicosities
O. Nutritional Deficiencies
P. Functional Disturbances

UNIT V: Principles of Geriatric Nursing

PERFORMANCE OBJECTIVE/S: Provided an older person, the student will assist in assessing, planning, implementing, and evaluating skilled nursing care in accordance with the principles of standard nursing practice.

STUDENT BEHAVIOR/S:

5.1 Demonstrate the principles of geriatric nursing in the care of the patient.

5.2 Evaluate the effectiveness of the nursing care given the older patient.

5.3 Develop alternative plans of nursing care for the older patient and select the most appropriate plan for implementation.

UNIT V: Principles of Geratric Nursing

CONTENT:

A. Safety Factors
B. Body Mechanics
C. Food and Fluids
D. Hygiene
E. Elimination
F. Sleep and Rest
G. Activity and Exercise
H. Decubiti
I. Deformities
J. Administration of Medications
K. Social/Mental Stimulation
L. Reality Orientation
M. Recreation
N. Diversional Activities
O. Rehabilitation

UNIT VI: Personal Attributes of the Person Administering Care to the Geriatric Patient

PERFORMANCE OBJECTIVE/S: Given a list of descriptive traits, select those personal attributes which are considered desirable in the geriatric nurse.

STUDENT BEHAVIOR/S:

6.1 Relate with older persons in such a way as to enable them to maintain their dignity.

6.2 Describe personal attributes of the person administering care to the geriatric patient.

UNIT VI: Personal Attributes of the Person Administering Care to the Geratric Patient

CONTENT:

A. Maturity
B. Judgement
C. Warmth
D. Patience
E. Tolerance
F. Resourcefulness
G. Responsibility
H. Loyalty
I. Integrity
J. Humor
K. Respect

UNIT VII: Types of Care for the Geriatric Patient

PERFORMANCE OBJECTIVE/S: Given a list of geriatric care facilities and patient situations, select the facility that provides the needed services for each patient.

STUDENT BEHAVIOR/S:

7.1 Contrast the types of care facilities available to the older person.
7.2 Compare the types of care facilities available to the older person.

UNIT VII: Types of Care for the Geriatric Patient

CONTENT:

A. Their own home
B. Home of relatives
C. Extended care facility
D. Retirement hotel
E. Day care center
F. Nursing home
G. Convalescent home
H. Other facilities

UNIT VIII: Social Legislation and Organizations

PERFORMANCE OBJECTIVE/S: Given a variety of scenarios, identify resources available to the older person as listed in reference material provided by the instructor.

STUDENT BEHAVIOR/S:

8.1 Identify resources available to the older person.

UNIT VIII: Social Legislation and Organizations

CONTENT:

A. Social Security Act
   1. Medicare
   2. Medicaid
B. American Association for Retired Persons
C. Home and local services
D. Home health care
E. Voluntary organizations
F. Other resources

UNIT IX: Death

PERFORMANCE OBJECTIVE/S: Given a simulated situation, the student shall demonstrate ability to meet the needs of the terminally ill patient and the patient's family. Without reference materials, list the responsibilities of the nurse at the time of the patient's death according to nursing standards and agency policy.

STUDENT BEHAVIOR/S:

9.1 Identify the approaches to meet the needs of the patient, nurse and family in regard to death.

UNIT IX: Death

CONTENT:

A. Emotional Attitudes
    1. Elderly Person
    2. Family
    3. Nurse
    4. Others
B. Communication
C. Dignity and Self-Esteem

GUIDE FOR FIELD TEST EVALUATION

"COMPETENCY BASED CURRICULUM GUIDE FOR
PRACTICAL NURSING EDUCATION IN VIRGINIA"

PURPOSES: This Guide for Field Test Evaluation was designed to obtain information from practical nursing educators as they use the newly revised Competency Based Curriculum Guide for Practical Nursing Education in Virginia. Information obtained from this guide and other sources will be useful in future additions, deletions, and revision of the 1980 edition.

DIRECTIONS: After you have used one or more courses of the suggested curriculum, please complete one questionnaire for each course and return it to the State Supervisor of Health Occupations.

Using the scale of 1 (least appropriate) to 5 (most appropriate), please place a check in the most suitable column. Space is provided for your comments.

SUBJECT AREA: _____

NUMBER OF STUDENTS IN CLASS: _____

	Least Appropriate 1	2	3	4	Most Appropriate 5
1. The course description was inclusive. Comments:					
2. The terminal objective was complete. Comments:					

	Least Appropriate 1	2	3	4	Most Appropriate 5
3. The content was helpful. Comments:					
4. The content was accurate. Comments:					
5. The content was comprehensive. Comments:					
6. The reference listing was helpful. Comments:					
7. The suggested learning activities were useful. Comments:					
8. The performance objectives were stated clearly. Comments:					

	Least Appropriate 1	2	3	4	Most 5
9. The student behaviors were measurable. Comments:					
10. The student behaviors were related to content. Comments:					
11. This Guide for Field Test Evaluation was appropriate. Comments:					
12. Summary - The overall guide was beneficial. Comments:					

A. Content to be added:

B. Content to be deleted:

C. Other content changes:

Name of Program: _____

Signature of Evaluator: _____

Address: _____

_____

Date: _____

Please return to State Supervisor of Health Occupations

COMPARISON OF
KNOWLEDGE BASE, COMPETENCIES, AND ABILITIES
OF THE
PRACTICAL NURSE AND ASSOCIATE DEGREE NURSE*

* Abstracted from "Working Paper of the NLN Task Force on Competencies of Graduates of Nursing Programs," published in April 1979 by the National League for Nursing.

COMPARISON OF KNOWLEDGE BASE
OF PRACTICAL NURSE AND ASSOCIATE DEGREE NURSE
BASED ON DATA FROM THE NATIONAL LEAGUE FOR NURSING

	Practical Nursing	Associate Degree
Cognate Courses	Anatomy and Physiology Microbiology Psychology Nutrition*	Anatomy and Physiology Microbiology Psychology Chemistry Developmental Psychology* Sociology English
Nursing Courses	Fundamentals Medical-Surgical Nursing Pediatrics-Obstetrics	Introduction to Nursing Process Organization of Patient Care Care of Adult Care of Parent-Child
Integrated Subjects	Growth and Development** Legal Issues Ethics Pharmacology	 Legal Issues Ethics Pharmacology Nutrition*

* Cognate PN - Integrated ADN
**Cognate ADN - Integrated PN

COMPARISON OF COMPETENCIES AND ABILITIES
OF THE PRACTICAL NURSE AND ASSOCIATE DEGREE NURSE
BASED ON DATA FROM THE NATIONAL LEAGUE FOR NURSING *

Practical	Associate Degree
Nursing Process	
Assessment	
.Contributes to the identification of basic physical, emotional, and cultural needs of the consumer.	.Collects and contributes to a data base (physiological, psychosocial, cultural, and spiritual needs from available resources.) These available resources may be family, medical records, patient and other health team members.
.Interviews health consumers to obtain specified information.	
.Makes significant observations of the health consumer and communicates these to the health team.	.Identifies and documents changes in health status which interferes with the patient's ability to meet basic needs. These basic needs may be oxygen, nutrition, elimination, activity, safety, rest, sleep, and psychosocial well-being.
.Identifies basic communication techniques in a structured care setting.	.Uses communication skills as a method of data collection, nursing intervention, and evaluation of care.
	.Assesses verbal and nonverbal communication of clients, families, and significant others based upon knowledge and techniques of interpersonal communication.
.Identifies appropriate resource person in some other agency within the health care delivery system.	.Uses lines of authority and communication within the work setting.

*Abstracted from "Working Paper of the NLN Task Force on Competencies of Graduates of Nursing Programs" National League for Nursing, 1979.

Practical	Associate Degree
Nursing Process	
Planning	
.Contributes to the development of basic nursing care plans in an institutional setting.	.Develops individualized nursing plans based on the nursing diagnosis and plan intervention that follows established nursing protocols. .Identifies needs and establishes priorities for care with recognition of client's level of development and needs, and with consideration of client's relationship within a family, group, and community.
.Contributes to the development of health plans for consumers and/or families.	.Participates with clients and client's families, significant others, and members of the nursing team to establish long- and short-range client goals.
Implementation	
.Safely performs therapeutic and preventative nursing procedures incorporating fundamental biological and psychological principles giving individualized care.	.Carries out individualized plan of care according to priority of needs and established nursing protocols.
.Assumes shared responsibility for the health care delivery system in structured settings.	.Participates in the prescribed medical regime by preparing, assisting, and providing follow-up care to clients undergoing diagnostic and/or therapeutic procedures. .Uses nursing knowledge, skills, and established protocols to assure an environment conducive to optimum restoration and maintenance of the client's normal abilities to meet basic needs. Maintains and promotes respiratory functions (e.g., oxygen therapy, positioning, etc.) Maintains and promotes nutrition status (e.g., dietary regimes, supplemental therapy, intravenous infusions, etc.)

	Maintains and promotes elimination (e.g., bowel and bladder regimes, forcing fluids, enemas, etc.) Maintains and promotes a balance of activity, rest, and sleep (e.g., planned activities of daily living, environmental adjustment, excercises, sensory stimuli, and assisting devices, etc.) Maintains an environment which supports physiological functioning, comfort, and relief of pain. Maintains and promotes all aspects of hygiene. Maintains and promotes physical safety (e.g., implimentation of medical and surgical aseptic techniques, etc.) Maintains and promotes phychological safety through consideration of each individual worth and dignity and applies nursing measures which assist in reducing common situational and developmental stress. Measures basic physiological functioning and reports significant findings (e.g., vital signs, fluid intake and output, etc.) Administers prescribed medication safely.
	.Intervenes in situations where: Basic life support systems are threatened (e.g., cardiopulmonary resuscitation, obstructive airway maneuver.) Untoward physiological or psychological reactions are probable. Changes in normal behavior patterns have occurred.
.Applies basic communication techniques in a structured care setting.	.Assesses verbal and nonverbal communication of client's families, and significant others based upon knowledge and techniques of interpersonal communication.
	.Uses communication skills as a method of data collection, nursing intervention and evaluation of care.
.Demonstrates incidental health teaching during routine care.	.Implements teaching plans that are specific to the client's level of development of knowledge.

Practical	Associate Degree
Nursing Process	
Evaluation	
.Seeks guidance as needed in evaluating the care given and making necessary adjustments.	.Uses established criteria for evaluation of individualized nursing care. .Participates with clients, families, significant others, and members of the nursing team in the evaluation of long- and short-range client goals. .Identifies alternative methods of meeting client's needs, modifies plans of care as necessary, and documents changes.
Member of Nursing Profession	
.Recognizes own role in the health care delivery system.	.Is accountable for his or her nursing practice. .Practices within the profession's ethical and legal framework. .Consults with a more experienced registered nurse when client's problems are not within the scope of practice. .Works within the policies of the employer or employing institution.
.Seeks out and takes advantage of learning situations and opportunities for own continuing education.	.Assumes responsibility for self development and uses resources for continued learning.

VOLUNTEERS FOR FIELD TESTING CURRICULUM GUIDE

Personal and Vocational Relationships

Mrs. Winnie Blanks
Halifax School of Practical Nursing
Halifax Community Hospital
South Boston, VA 24582

Mrs. Nancy N. Drewry
Brunswick-Lunenburg-Mecklenburg School of Practical Nursing
Community Memorial Hospital
South Hill, VA 23970

Mrs. Frances Moore
Fairfax County School of Practical Nursing
Fairfax Hospital
Falls Church, VA 22046

Structure and Function

Mrs. Catherine Decker
2912 N. Radcliffe Lane
Chesapeake, VA 23321

Mrs. Miriam W. Smith
Roanoke City Public Schools and Burrell Memorial Hospital
Roanoke, VA 24017

Mrs. Nellie Bailey
Louise Obici Memorial Hospital
Suffolk, VA 23434

Nutrition

Mrs. Sue Ayers
Smyth County School of Practical Nursing
P.O. Box 668
Marion, VA 24354

Miss Nancy L. Carper
Dowell J. Hower School of Practical Nursing
1555 Valley Mill Road
Winchester, VA 22601

Mrs. Jane Greenwood
Chesapeake School of Practical Nursing
1617 Cedar Road
Chesapeake, VA 23320

Mental Health and Psychiatric Nursing

Miss Lillian Hawthorne
Richmond Technical Center
2020 Westwood Avenue
Richmond, VA 23230

Ms. Annette Collins
Henrico County Technical Center
Hermitage High School
8301 Hungary Springs Road
Richmond, VA 23228

Maternity Nursing

Mrs. Ann W. Wrenn
Greensville Memorial Hospital
Emporia, VA 23847

Mrs. Mary E. Reitz
Massanutten Vocational Technical Center
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